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ABSTRACT

Project Renewal assessed the needs of persons aged 60 and over in the districts served by Highland Community College, Kishwaukee College, and Rock Valley College (Illinois), with special focus on the role of educational institutions in meeting those needs. Through interinstitutional cooperation by the three community colleges and Northern Illinois University, a study was conducted using the Delphi technique, interviews, questionnaires for older adults, and surveys of present services available to older adults and the in-service training needs of those delivering such services. Transportation emerged as the greatest need. Because information clearinghouses would maximize coordination of services, their development was also given high priority. Other priorities established were provision of informal learning experiences relevant to daily living for older adults, including pre-retirement planning, leisure time activities, and the involvement of older adults in volunteer roles. The need for in-service training of persons serving older adults in these areas was also recognized. A model of interinstitutional cooperation developed by the project is recommended as a basis for cooperative delivery of services. Maps, Delphi materials, forms, and data are appended. (NHM)

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Final Report

Public Service Grant DA-519-1

PROJECT RENEWAL

Highland Community College
Freeport, Illinois

Kishwaukee College
Malta, Illinois

Rock Valley College
Rockford, Illinois

Northern Illinois University
DeKalb, Illinois

June, 1973

State of Illinois

ILLINOIS JUNIOR COLLEGE BOARD

JC 750 495

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SUMMARY

Project Renewal assessed the needs of persons aged sixty and over in the districts of Highland Community College, Kishwaukee College, and Rock Valley College--with special focus on the role of educational institutions in meeting those needs. The four-month feasibility study was implemented, through inter-institutional cooperation, by those three colleges and Northern Illinois University, a resource. Through such cooperation, they formulated a proposal, pooled resources to conduct the study, and are now prepared to propose programming, which on a cooperative basis, will increase the quality, quantity, and efficiency with which the programming can be delivered. A Public Service Grant made the study possible.

Procedures included the Delphi Technique, interviews, questionnaires for older adults, a survey of present services available to older adults, in-service training needs of those delivering such services, a survey of adult education delivery systems, and the development of a model for further inter-institutional cooperation.

Transportation emerged as one of the greatest needs; to be without it is to be dependent or isolated. Any older adult programming that does not reduce the effect of lack of transportation, either through providing transportation or through taking the service to truly accessible neighborhood sites, will sever potential consumers as surely as if they were deemed ineligible.

Clearinghouses of information likewise were given top priority; they would link older adults to services and maximize coordination of service. Other priorities established were in-service training for service deliverers and informal learning relevant to daily living for older adults.

Cooperatively, the institutions should develop resources relevant to older adults for clearinghouses, in-service training, informal learning, and pre-retirement planning.

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I. BACKGROUND

Purpose: Project Renewal sought answers to these questions: What are the needs of older adults? Can the community college help meet those needs? Can three community colleges and a university, cooperating among themselves and with other community resources, meet those needs more adequately or more efficiently?

In seeking the answers to those questions, two inter-related yet distinct areas became apparent: programming for persons aged sixty and older, and inter-institutional cooperation. For the sake of addressing each one more directly, the two areas were treated somewhat separately.

OLDER ADULTS

Impetus: Why did the consortium propose to direct the resources of four educational institutions toward an age group which begins at 60?

The first consideration was the potential for improved delivery of service through inter-institutional cooperation. The similarity between the planning area of the regional Agency on Aging and of the three community colleges increased that potential. See Appendix A for a map of the Agency on Aging regions.

Another consideration was the significant proportion of population that this age group represents. Persons aged 60 and above total 68,549 or 13% in the eight counties served by the consortium. See Appendix B for that population by county. Nation-wide and state-wide the number of older persons is steadily increasing more than other age groups are; there is no reason to believe that northwestern Illinois is an exception to that trend.

In 1970, approximately 10% of the Illinois population was 65 or older; projections indicate that this age group will increase to 10.6% by 1980.*

Previous Collections of Data: Another consideration was specific need. County surveys, regional conferences, and a state conference held in preparation for the White House Conference on Aging all pointed to three critical problems: insufficient income, inadequate health service, and unsatisfactory living arrangements. Statistics compiled by the Northwestern Illinois Area Agency on Aging verified the poverty problem: 24.9% of the older adults in its planning area are below the poverty line; nutrition poses a problem for 58.7% of them who lack facilities or live alone.

Were there educational programs which addressed themselves to these problems?

A 1971 Survey of County Needs and Resources Related to Older People, conducted for the State of Illinois, revealed almost a complete absence of educational programs oriented to the specific needs of older adults. In fact, only one high school in the eight counties included in Project Renewal had reported informational offerings specific to this age group, and those offerings were limited to retirement and Social Security.

The survey indicated that even when informal learning was available to adults, at least two factors prevented the older age group from participating to a significant degree: cost and lack of transportation.

Potential for further programming: It seemed conceivable that through the pooling of resources, the consortium could better study (a) maximizing

*Mayor's Office for Senior Citizens, City of Chicago. "Social and Economic Profile of the Elderly in Illinois," 1973, p.1.

use of present delivery systems and (b) creating new and innovative programming.

INTER-INSTITUTIONAL COOPERATION

Impetus: In January of 1971, the Illinois General Assembly unanimously resolved that the Board of Higher Education foster and support inter-institutional cooperation among public and non-public institutions of higher learning throughout the state. That spring, the General Assembly and the Governor approved enabling legislation to that effect.

A report published by the Illinois Board of Higher Education in April of 1972 indicated a large number of existing cooperative arrangements involving Illinois institutions of higher learning. On the basis of questionnaire responses, reaction to those arrangements had many favorable aspects:

Two-thirds of the respondents reported involvement in a cooperative arrangement, ranging from city-wide to world-wide. Unmet student and community needs prompted the arrangements, with initiation coming chiefly from the administration, or from a committed faculty member. Agreements and governance varied in formality and type. Likewise the nature of the joint endeavors varied. (See Appendix B for a list of categories.) The institutions felt no loss of autonomy. They cited enriched academic programs and increased ability to serve student needs as the greatest gains. Most reported no development of problems; others noted difficulties in operations and in securing additional funding.

Potential for new cooperative arrangements was said to be limited by financial resources and administrative/staff planning time. Respondents believed the results had been worth the effort. They were interested in

further cooperation, and they identified one key facilitating factor: institutional commitment to cooperative endeavors. See the Substance of Cooperative Arrangements list in Appendix B.

Previous Cooperation Among Consortium: Specific cooperation among the consortium had been limited to two-party arrangements and to the sharing of facilities or isolated courses. Even that limited level of joint effort, however, had yielded benefits:

a. saving duplication of facilities that involve high expense and low utilization
b. saving duplication of specialized classes
c. enriching programs and resources beyond the measure that could be provided by the parent institution alone.

Potential for Further Cooperation: It seemed reasonable to expect that cooperation which extended from two neighboring institutions to four, and which expanded from courses to programs, could increase the yield of benefits further. Highland, Kishwaukee, and Rock Valley Colleges and Northern Illinois University felt that cooperatively they might better use their human and financial resources and integrate them into the planning, administration, and evaluation of a feasibility study. Furthermore, it seemed reasonable to expect that inter-institutional cooperation would strengthen the base of community services for all age groups by establishing a model for future inter-institutional programming.

II. THE STUDY

OLDER ADULTS

Objectives: The proposal stated the following objectives related to older adults: to identify programs and services which could be extended to senior citizens through inter-institutional cooperation. For more specific direction, that objective was refined thus:

1. to discover data on older adults already available
2. to determine to what extent programs and services are presently available to older adults
3. to determine the needs of the older adults living in the three given community college districts, based on
   a. how older adults view them
   b. what other sources indicate
4. to prioritize the needs of older adults
5. to determine which needs inter-institutional cooperation can best meet
6. to make practical recommendations related to identified needs and inter-institutional ability to address those needs.

Target Population: In the proposal, the target population was described as persons 65 or older. To remain consistent with the state planning agencies for the aging, however, Project Renewal defined "older adults" as those persons sixty (60) or older. To make study findings most directly relevant to those eligible to receive community college services, the target population was limited to older adults living in the districts of Highland,

Kishwaukee, or Rock Valley colleges. In summary, those districts include the following counties: all of Stephenson; most of Boone, DeKalb, Jo Daviess, Ogle, and Winnebago; and parts of Carroll and Lee. See Appendix A for maps of the three districts.

INTER-INSTITUTIONAL COOPERATION

Objectives: Through inter-institutional cooperation, the consortium proposed to strive for the following objectives:

1. to strengthen the community services programs
2. to reduce or eliminate duplication of effort
3. to identify human needs and agencies most able to meet those needs
4. to foster cooperation among other educational and social institutions
5. to help meet the demand of higher education for the sharing of human and economic resources
6. to develop a communications network which would function as a clearinghouse of information for the identified clientele, senior citizens

Those objectives were restated thus:

1. to create and test a model of inter-institutional cooperation for possible future collaboration and cooperation
2. to make practical recommendations regarding inter-institutional cooperation
3. to identify and provide a list of duplications of effort
4. to identify and provide a list of agencies most able to meet the educational needsof older adults, including informational

Scope: At least three considerations were decisive in limiting the target group to Highland, Kishwaukee, and Rock Valley community colleges and Northern Illinois University:

1. distance short enough to afford easy access
2. number of institutions small enough to allow simplicity and flexibility in planning
3. districts contiguous enough to make joint planning appropriate

III. PROCEDURES

OLDER ADULTS

To implement the feasibility study, the following procedures were established relative to older adult needs and programming.

1. Advisory Councils: A total of twenty-one individuals advised the staff of Project Renewal, representing such areas as planning, program development, informal and formal education, community centers, public agencies, councils on aging, and senior citizen organizations. Collaboration with the Northwestern Illinois Area Agency on Aging was especially helpful because its planning area includes all of the eight counties that were wholly or partly within the Project Renewal boundaries.
2. Interviews: To discover data already available on older adults and to give direction to the remainder of the fact-finding, interviews were conducted by the respective coordinator of each of the three college districts. Among older adults, the coordinators sought opinions regarding a) needs and b) information or activities desired. Among persons working with older adults, the coordinators sought opinions regarding a) perceived needs of older adults and b) means by which the interviewee and his co-workers might be able to better serve older adults. Both groups were asked to recommend persons considered knowledgeable about that age group.
3. Delphi Technique: Except for two questions specific to inter-institutional cooperation, the Delphi questionnaires were used to determine:
    a. the needs of older adults, as perceived by persons identified as knowledgeable about that age group

b. means by which responding agencies could improve their ability to serve older adults

c. resources that should be developed or expanded

Briefly, the Delphi technique is "... a carefully designed program of sequential individual interrogations (Best conducted by questionnaires) interspersed with information and feedback..."* Further information about the technique and the rationale for its use in this project can be found in Appendix C.

For Project Renewal, the procedure was this:

a. Selection of respondents, believed to be knowledgeable about older adults, was based on recommendations from persons presently working with older adults. From Highland, Kishwaukee, and Rock Valley districts, there were 20, 19, and 18 individuals requested to participate, respectively. The respondents included both older adults and persons working with older adults. They are listed in Appendix C.

b. To facilitate cooperation, the coordinators sent letters of self-introduction and made visits.

c. A first questionnaire, called Round I, was formulated. Categories used to help prompt and structure respondents' suggestions were adapted from the United Way of America Service Identification System (UWASSIS). A complete chart is in Appendix B.

d. Input was sought from respondents on Round I. To assure adequate time for two rounds, which is the minimum for any Delphi, the first round was hand delivered and collected by the coordinators.

*Alfred Rasp, Jr. "A New Tool for Administrators: Delphi and Decision Making." Olympia, Washington: Office of the Superintendent of Public Instruction. 1973, p. 5

The complete questionnaire and cover letter are in Appendix C.

e. A second questionnaire, called Round II, was formulated, taking its direction from results of Round I.

f. In Round II, the same respondents were provided a summation of the first round and asked to set priorities. With the exception of Highland district, the questionnaires were again hand delivered; all were hand collected. A copy of the Round II questionnaire and its cover letter are in Appendix C.

4. Individual questionnaire: An individual questionnaire was developed to supplement other information on the needs, interests, and preferences of older adults. The UWASSIS Chart was used as a reference, as it was for the Delphi. Rather than merely turn to the most accessible groups, i. e., residents of hi-rises and nursing homes, the staff sought to include persons living in private residence. The thought was that those in private residence represent the major portion of the older age group and yet seem to receive even fewer services than their counterparts.

The staff was able to secure a total of 241 completed questionnaires from the following:

a. interviews by the coordinators in the homes of persons suggested to them as "isolates".*

b. interviews at a nutrition site

c. assistance of program directors for senior citizens

d. meetings of senior citizen clubs

Several factors required that many questionnaires be completed by interview rather than self-administered:

*The Northwestern Illinois Area Agency on Aging uses two state-defined criteria for isolation; residence in a one-person household or residence in a rural area.

a. length of the questionnaire

b. failing eyesight of the respondent

c. functional illiteracy

d. unfamiliarity with written forms in general

5. Survey of present services: To supplement and update the information available from directories and from the 1971 State of Illinois survey, a one-page survey was circulated among agencies who serve older adults exclusively or as part of a larger clientele.

It was convenient, and consistent with the Delphi and individual questionnaires, to again use the UWASSIS chart as a reference. Included in the survey were sections which inquired as to present in-service staff training, and desire for further training resources.

For applicable Delphi respondents, the survey was attached to, and delivered with, Round II. For others, the survey was mailed with a stamped self-addressed envelope. Of 91 circulated, 69 were returned. The survey appears in Appendix C with Round II.

6. Pilot Projects: Through a disadvantaged student grant from the Illinois Junior College Board, the consortium expected to develop and implement pilot projects in conjunction with Project Renewal.

Based on a one year program, the agreement specified a minimum of 35 learning experiences, free of charge, to persons aged 65 and over. The learning was to reach at least 1445 individuals and was to occur in areas such as these:

a. how to maintain good health

b. how to supplement income

c. how to identify sources of and secure services offered by various social agencies

d. how to use one's time creatively

e. how to prepare a budget

f. how to shop

g. how to improve nutrition

This $20,000 grant was to test the feasibility of delivering services to older adults through inter-institutional cooperation. While awaiting final approval of the grant, the staff explored possibilities for such pilot projects, guided by needs becoming apparent even before all fact-finding was completed.

INTER-INSTITUTIONAL COOPERATION

1. Development of the model:

A. Organization (see organizational chart in Appendix B)

1. Consortium - Composed of one representative from each cooperating institution; charged with the responsibility of implementing the feasibility study. These individuals were the same four representatives who formulated the initial proposal.
2. Project Director - Selected by consortium and given direct responsibility for carrying out the project and writing the final report. Staff had already been hired.
3. Project Secretary - Performed secretarial duties to project as a whole and assisted Rock Valley coordinator.
4. Advisory Council - Selected by Project Director. Served as direct consultants to Project Director.
5. Research Assistant - Charged with responsibility for formulation of Delphi questionnaires and for tabulation procedures.

6. Graduate assistant - Served as liaison between Project and university resources.

7. Local Coordinators - Field workers responsible for identification of data sources in own areas, plus collecting data. Served as direct link to people in own institution and agencies serving own geographic area.

8. District Advisory Councils - Selected by each coordinator for familiarity with respective districts; served as each coordinator's consultants.

9. Student Assistants - Helpers of each coordinator (except Rock Valley) and consortium staff member, designated on need basis.

B. Resources

1. In-Kind:

   a. Released time for consortium staff members

   b. Consultant advice

   c. Office space

      - for coordinators at each institution

      - for Project Director and Secretary at Rock Valley College

   d. Financial Management - Highland Community College

   e. Secretarial Assistance - Northern Illinois University

   f. Payment of staff member - Northern Illinois University

   g. Consultant Advice: Northern Illinois University and community professions on advisory board

2. Grant: $44,350-Illinois Junior College Board for one-year feasibility study

C. Communication and feedback:

1. Meetings of staff members as a whole
2. Conferences between director and individual staff members
3. Conferences between director and consortium staff members
4. Conferences between each coordinator and the respective consortium staff member
5. Conferences between staff members and advisors
6. Written progress reports
7. Other correspondence

2. Delphi Technique: In regard to inter-institutional cooperation, the Delphi technique was used to determine:

   a. improvements to be made in inter-institutional or inter-agency cooperation
   b. services which might be provided by the colleges to foster inter-institutional or inter-agency cooperation.

   The procedure was already described in the section on older adults.

3. Survey of Adult Education Programming:

   The survey of adult education programming had a two-fold purpose:

   a. to determine the present delivery system of adult education
   b. to determine the potential for developing and expanding whatever cooperation existed already

   The initial step was an interview with the dean of adult education at each of the four institutions, following a standard set of questions. A list of the questions is included in Appendix B. Those interviews uncovered additional sources to be explored, especially by letter and telephone.

4. Pilot Projects: Pilot Projects were discussed in the older adult section.

IV. RESULTS

OLDER ADULTS

1. Interviews: At least 33 interviews were conducted: 9 with older adults and 24 with persons working with that age group. Those interviews indicated the following areas of concern to be pursued in Project Renewal's fact-finding stage.

   transportation - 15
   social contacts - 12
   information about daily living - 12
   (including need for directories and newsletters)
   leisure time activities - 11
   health and nutrition - 8
   income - 3

2. Delphi I: For Round I of the Delphi survey, 57 respondents had been selected in the Kishwaukee, Rock Valley, and Highland community college districts; 56 responded in some manner:

   52 returned completed questionnaires
   3 returned blank questionnaires with explanatory notes:
   1 felt unfamiliar with specific needs of his community;
   1 felt that the questionnaire did not apply to her group;
   1 felt that the senior citizens of his county were very well cared for;
   1 found his time demanded by a crisis, so the coordinator withdrew her request of him.
   56

Need/Service areas were presented categorically; respondents were asked to check and give explanations for areas where added or improved services are very much needed by older adults. The Need/Service areas are listed according to the frequencies of checks and explanations given on the Delphi Questionnaire I. The questionnaire and cover letter are included in Appendix C.

DELPHI QUESTIONNAIRE I RESPONSES*

Needs of Older Adults

HCC = Highland Community College
KC = Kishwaukee College
RVC = Rock Valley College
Nos.= frequency of checks accumulated

		HCC	KC	RVC	TOTAL
1.	Transportation	15	17	14	46
2.	Social Security, Retirement Benefits, Other Financial Aid	15	9	12	36
3.	Food and Nutrition	14	12	9	35
4.	Health (Physical) Maintenance and Care	11	12	12	35
5.	Recreation	12	9	12	33
6.	Housing	10	9	9	28
7.	Informal Education	7	10	9	26
8.	Social Adjustment, Development, and Usefulness	9	8	8	25
9.	Employment	8	8	7	23
10.	Mental Health Maintenance and Care	7	10	6	23
11.	Consumer Protection	6	6	10	22
12.	Public Protection, Justice, and Safety	6	5	9	20
13.	Individual and Family Life	10	3	7	20
14.	Spiritual	6	5	6	17
15.	Rehabilitation	3	5	6	14
16.	Environmental Protection	4	2	6	12
17.	Cultural	3	2	7	12
18.	Clothing and Apparel	4	4	3	11
19.	Formal Education	1	2	4	7
20.	Mental Retardation	1	2	2	5
21.	Clearinghouse	1			1
22.	Sexual Needs		1		1
23.	Citizen and Elderly Input			1	1
24.	Recognition of Individual Differences			1	1
25.	Privacy			1	1
26.	Advocate for elderly			1	1

Figure 1

*See sample responses for items 1 - 5 in the Summary included with Delphi Questionnaire II (Appendix C).

Following are other open questions asked on the Delphi Questionnaire I, along with the most frequent responses:

1. In your opinion, what do senior citizens wish they knew more about?

   how to stretch dollars (13)

   income benefits (11)

   how to obtain social services (13)

2. What learning experiences, that are not already offered, could be offered for senior citizens by the institutions in your area?

   information on various basic needs (18)

   crafts (15)

   other leisure time activities (11)

3. What do those who work with the elderly wish they knew more about?

   motivation and programming (18)

   therapy, counseling (7)

4. What learning experiences that are not currently offered could be offered to those who work with the elderly in your area?

   geriatrics (11)

   communication (10)

   psychology (8)

Named as possible resources for new learning experiences were: community colleges, Northern Illinois University, Community Action Agencies, Councils on Aging, Mental Health Association, H. Douglas Singer Zone Center, nursing home professionals, and the Department of Higher Education.

5. If you work in an institution or an agency that serves the elderly, what would help you and your co-workers serve senior citizens better?

   -identification of older adults, their needs, and services available (9)

   -more courses and services for older adults (9)

   -funding information (8)

6. What are the major limitations that prevent the provision of better services to senior citizens in your area?

   -funds (16)

   -unaware, youth-oriented society (15)

   -transportation (10)

   -need for more trained personnel (10)

7. In your area, what improvements could be made in inter-institutional and/or inter-agency cooperation in services to senior citizens?

   -clearinghouse type information and activity (15)

8. What services might be provided by the college(s) in your area to foster inter-institutional and/or inter-agency cooperation in providing services to senior citizens?

   -training of staff, including workshops (11)

   -providing social and recreational activities (11)

   -sharing information, staff, and facilities (8)

9. Please list resources in your area, which in your opinion, could be used (or used more adequarely) in providing services to senior citizens.

   -church groups and facilities (15)

   -schools and colleges (15)

10. With respect to services for senior citizens, could more effective use be made of the mass media in your area?

-regular citizen column in newspaper (12)

-other:

--for radio; programs of senior citizen interest, e.g., old time music

--programs performed by senior citizens

--announcements of Social Security information, etc.

-for newspaper; question and answer service

--articles enhancing image, status of senior citizens

--series of articles on problems facing elderly

11. Please list any special privileges currently provided for senior citizens in your area (bus passes, free meals, etc.)

-reduced rates: pharmacies, restaurants (17)

-hot lunch programs (11)

-meals-on-wheels (9)

12. List any privileges which could be provided for senior citizens in your area

-reduced bus and cab rates (25)

-reduced or free admission to entertainment (11)

-other miscellaneous discounts (15)

13. Do directories of services for senior citizens exist in your area?

9 yes 29 no 15 no response

If yes, are they used adequately?

1 yes 4 no 4 no response

Suggestions:

-paste-on form directory for phone book (4)

-publish for all individuals (4)

14. Do you feel that senior citizens in your area know where to go for help?

12 yes 32 no

Suggestions:

-central center for flow of information (9)

-distribution of written information (9)

--by directory (6)

--by newsletter (3)

-crisis line (6)

15. Are there any concerns you have about senior citizens that we have not considered?

-surveying the elderly themselves (coordinated, sound research) (5)

-isolation (3)

-regard for older adult as a person (3)

--self-esteem

--acceptance

--right of self-determination

16. Are you yourself 60 years or older?

11 yes 36 no 4 no response

DELPHI II: Based on the summary of Delphi I input, the respondents prioritized the Need/Service areas for immediate action. These areas are presented in Figure 2 as a total, rather than attempting to categorize them as most relevant to inter-institutional cooperation or to older adult programming.

DELPHI QUESTIONNAIRE II RESPONSES

Priorities

HCC = Highland Community College

KC = Kishwaukee College

RVC = Rock Valley College

Nos. = frequency accumulated

	HCC	KC	RVC	TOTAL
Transportation	14	12	9	35
Clearinghouses	5	9	11	25
Education (informal for older adults; in-service training for staff)	6	6	10	22
Recreation	5	4	5	14
Volunteers	4	4	5	13
Nutrition	6	3	3	12
Use of Mass Media	3	2	5	10
Health Facilities and Services	2	2	4	8
Visitation, calls to homebound	2	1		3
Advocacy			1	1
Spirtual Activities	1			1
Funding through legislation			1	1

Figure 2

4. Individual questionnaires: 241 persons filled out individual questionnaires (See copy in Appendix D). All individual questionnaires were computerized and printed out to allow comparison and evaluation of separate items, or relationship of one item to another. The following separate categories were printed out separately and examined to attempt to discover a) any amounts or types of variability of response and b) inter-relationships of variablity within more than one category:

1. college district
2. age
3. sex
4. education
5. urbanness
6. dwelling type
7. social contacts
8. activities
9. public transportation need
10. interest in learning
11. site preference
12. mobility
13. accessibility

a. Completeness of questionnaires: Virtually all questionnaires were filled out for categories 1 through 8 and for other categories which provided options to check. In categories 9 through 13 above, and in any requiring the respondent to list specific interests, activities, or the like, the rate of no-response generally reached about 30%, and was sometimes even higher.

b. Comparisons: Each separate print out was compared directly with an overall profile of all respondents to establish which categories tended to identify differences of response. Both the overall profile of response (all 241 respondents) and the breakdown by separate college district are reproduced in Appendix E. Surprisingly, no separate category (1-13 above) was seen to give a clear differentiation among

the sections into which it had been broken down. There were in some situations relative highs and lows of response, but never striking enough or consistent enough across the category breakdowns to indicate that the separate category could adequately establish definite patterns of need. Where there were rather clear cut differentiations, they will be noted during the later discussion of the overall sample profile. Because of the lack of particularly informative sections independent of the overall profile or breakdown by college districts, individual profiles of each category were not reproduced separately for this report.

One possible exception was category #10 (Interest in Learning), which asked that people write down items in response to the question "What would you like to learn more about?" This item was item #10 on the questionnaire, and the first item on the second page. It was also the first item which requested that persons fill in items rather than merely checking one of a number of options. 56% of the total sample did not respond at all to this item. Of the number not responding at all, a much higher percentage of non-response on other items occurred, usually much higher than persons writing down one or two responses, and three or more responses. In nearly all other categories the responses of persons differentiated by this category responded very nearly as the total sample responded. The non-responders in this category were, however, much less likely to see the media as being able to be more useful to them (34%) than were those persons who responded with one or two responses, or three or more responses (53% and 62% respectively). There also were quite noticeable differences in the

percentage of response to interest in the areas of Formal Education, Informal Learning, and Personal and Social Areas. In nearly all cases, persons without responses in the Interest of Learning Category were markedly less likely to respond with as much interest as those who made one or two responses or as those who made three or more responses.

c. Profile of the Total Sample: (See breakdowns per category in profile in Appendix E)

1. Age: About 3/4 of the sample ranged in age from 65-79 (74%), with nearly equal distribution through 5 year increments (65-69, 70-74, and 75-79). 11% were between 55 and 64 years of age, while 18% were 89 years of age or older.
2. Sex: Slightly more than 2/3 of the sample was female.
3. Education: Over 3/5 (61%) of the sample did not complete high school, including nearly 1/5 (18%) who did not complete grade school. Approximately 2/5 did complete high school and slightly less than 1/5 (17%) had at least some college experience.

A major interaction was present between Educational Level and use of the public library. Only 2% of Attended-Grade-School respondents indicated they use the public library, whereas persons with greater amounts of formal education reported using the library progressively more, those sample numbers who graduated from college registering 35% level of use. This was not a smooth increase across educational levels, but did indicate that assumption of a trend would not be too much in error.

Persons who had not completed grade school were also much more likely to reside in towns of less than 25,000 (25% compared to 44% for total sample), so that proximity to library facilities may have been at least partially responsible for these figures.

4. Urbanness: Approximately 1/4 (23%) lived in the country or in a town of less than 5,000 people. Half of the sample lived in towns of 25,000 or less in the country. Nearly half (44%) lived in towns of greater than 25,000. 6% did not respond.

5. Dwelling: About 1/2 (49%) lived in their own home or apartment. 7% lived with relatives, while 41% lived in public or private housing of some sort.

6. Social Contacts with Family or Friends: Over 2/3 indicated spending at least some time with family or friends. Nearly a third (29%) of these persons indicated that they spent most of their time with them. In addition to the 2/3 noted, over 1/5, (21%) indicated spending time with family or friends at least "now and then". Only 6% indicated that they spent"hardly any" time with family or friends.

7. Group Activities: Nearly half of the sample (48%) indicated taking part in group activities at least weekly, with 11% of these persons indicating that this occurred nearly daily. An additional 17% indicated that they take part in group activities at least "now and then". Slightly more than 1/10 (11%) cited few group activities ("hardly at all").

8. Public Transportation Needed: Over 1/2 of the sample indicated greater need for public transportation on weekdays (52%), while other times were each favored by less than 10% of the sample. 30% did not respond.

9. Interest in Learning: Over 1/2 (56%) did not respond in any way when asked to list things that they would be interested in learning about. Nearly 2/5 (39%) indicated one or two areas of interest, while only 5% listed 3 or more areas of interest.

The relationship of non-response on other items and categories is addressed above.

10. Site Preference: The church was preferred by nearly 1/4 of the sample (23%). High Rise Centers were selected by 17%, but most preferences for this selection came from the portion of the sample from the Kishwaukee district,where 55% of the respondents lived in High Rise quarters. Local schools were selected by 13% of the sample, with all other choices receiving preference ratings of 8% or less. Many alternatives received less than one per cent selection or no responses at all. (Community Colleges, Universities, Someone's Home). There was a 30% rate of no response in this item.

11. Mobility: Nearly 1/2 (47%) indicated no problem of transportation to the preferred site. Over 1/5 (22%) indicated a transportation problem, while nearly 1/3 (32%) did not respond.

12. Accessibility: Over 1/2 of the sample chose one of three sites as most accessible: High Rise Center (19%), Church (17%), and Local School (16%). Only small percentages chose other sites. Nearly 1/3 (32%) did not respond.

Comparing accessibility and site preference by college district profiles, it seemed likely that most persons checked nearly the same items on both Accessibility and Site Preference. The no-response rates were quite similar (30% and 32%), and the responses to the other separate alternatives (which were the same for both categories) were remarkably similar. Only the church seems to vary much between Accessibility and Preference, and this is only 6 percentage points (17% and 23% respectively).

13. Learning Method: Over 2/3 of the persons preferred meeting with other persons as the best method of learning (68%). Meeting with "other older adults" was rated only slightly above meeting with "mixed age group" (35% and 33% respectively). Nearly 1/5 (18%) did not respond. Television, reading, and radio received only small percentages of preference (6%, 5%, and 2%, respectively).

14. Interests in Activities: 2/5 (41%) indicated one or two activities they wanted to participate in, while 8% made 3 or more responses. Fewer than half the sample responded (49%).

15. Social Activities/Entertainment Enjoyed: Nearly half (45%) the sample indicated one or more areas of activity or entertainment, while an additional 17% indicated three or more. Slightly more than 1/3 (38%) did not respond.

16. Use of Public Library: Over 4/5 of the sample indicated that they do not use the public library (82%). 18% indicated use, but this seemed to be related to education and perhaps availability (see Education above). Persons in the Rock Valley sample indicated a much higher use (31%).

17. Interest in Formal Education: Over 1/4 indicated that they would prefer to share things that they know or can do with a class (26%). All other areas were selected by less than 10% of the sample. Although interest in a grade school diploma represented only 4% of the total sample, it did represent over 20% of those persons who indicated that they had not completed grade school (10 of 48). This was easily the greatest interest expressed in terms of completing the next higher level of formal education.

18. Interest in Informal Learning: Nine separate areas were indicated as of interest to 10% of the sample or more. The most popular area was that of information or help in Insurance, Tax, Loans, etc., which elicited responses from nearly 1/3 of the sample. Four other interest areas ranged slightly above or near 1/5 of the sample, while an additional four areas were selected by approximately 1/10. The specific percentages of total choice and frequency of response are depicted on the chart Areas of Interest. See Appendix E.

19. Personal and Social Areas: Five areas were of interest to more than 1/3 of the total sample, while three areas each approximated 1/4 of the sample. The remainder of the listed areas ranged between 2% and 19%. Recreation and Income Protection were both indicated as being important to between 2/5 and 1/2 of the overall sample, while both Cultural and Spiritual Activities elicited responses from 36% of the sample. The specific percentages of total choice and frequency of responses are depicted on the chart Areas of Interest in Appendix E.

20. Health: The areas under health were checked by few persons as being those that persons wished help with or knowledge about. 7% was the maximum checking any single health item.

5. Survey of present services: The following summarizes the information gathered from 69 questionnaires (completed by 20 group homes, 5 regional agencies, and 44 other agencies whose clientele includes older adults). See Appendix C for the questionnaire form.

   a. Most agencies (74%) stated that they were not able to serve all older adults who needed and desired service.

   b. Reasons given for inability to serve a larger clientele were (may be duplicated numbers):

      31% - lack of funding for programs

      18% - lack of transportation

      18% - prospect's unawareness of service

      18% - agencies' inability to identify those in need

   c. Checklists of present services elicited these extremes in total responses:

      --a high of 185 in areas that addressed themselves to OPTIMAL PERSONAL AND SOCIAL ADJUSTMENT AND DEVELOPMENT

      --a low of 56 in areas that addressed themselves to ADEQUATE INCOME

      (See the Survey of Present Services chart in Appendix E for a complete listing).

   d. In-service training is provided most frequently on-the-job informally (56 of 232 responses, in duplicated numbers) and through staff meetings (50 of 232, duplicated).

   e. Most agencies (81%) desire further training resources.

   f. They find their own facility and the community college equally acceptable as a training site (23% each). See the Survey of In-Service Training in Appendix E for complete responses.

To obtain an impression of the churches' role in serving older adults, the Kishwaukee coordinator examined the church survey data available (from the Northwestern Illinois Area Agency on Aging), then polled the 84 churches in his district on several additional questions. Based on a 51% return (43) the responses indicated that:

a. 63% did not have a directory of social services

b. 91% felt that their programs for older adults were inadequate

c. 35% had specific ideas for improving services to older adults, with recreation and transportation being named most (8 and 6 times, respectively)

INTER- INSTITUTIONAL COOPERATION

1. Development of the model

A. Organization - carried out as planned and earlier described. However, policies regarding grant salaries to institutional staff members differed among the consortium. Thus two were salaried; salaries of the other two reverted to their respective institutions.

B. Resources

1. In-Kind:

a. Released time for consortium staff members and consultant advice -- provided as requested by director

b. Office space -- provided as pledged

c. Financial management -- provided as pledged. Highland both advanced the funds for expenses incurred and managed them.

d. Secretarial assistance -- provided as requested

e. Other:

1. Data processing -- Kishwaukee

2. Cover design -- Rock Valley

2. Grant: Highland is anticipating reimbursement

C. Communication and feedback

1. Meetings -- called on a need basis to seek input, assign tasks, and exchange materials

2. Conferences -- held on a need basis, especially by telephone

3. Written communications -- used mainly to review tasks, clarify agreements, and report progress

2. Delphi I: Although many questions on the Delphi I elicited responses that suggested cooperation, there were two which specifically focused on that area. See Figures 3 and 4.

3. Delphi II: Priorities set in the Delphi Questionnaire II were reported in the section on older adults. See Figure 2.

4. Survey of adult education delivery systems: Interviews and telephone conversations with persons involved in adult education programming revealed the following information:

a) ADULT BASIC EDUCATION (reviewing basic skills through eighth grade level) is provided thus:

Highland District:

--by Highland Community College at three centers; occasionally industry also requests the program for its employees and bears part of the expense

Kishwaukee District:

--by Kishwaukee College only for the Spanish-speaking through a special grant from the Office of the Superintendent of Public Instruction

RESPONSES TO DELPHI I QUESTION:

In your area, what improvements could be made in inter-institutional and/or inter-agency cooperation in services to senior citizens?

HCC = Highland Community College
KC = Kishwaukee College
RVC = Rock Valley College

Numbers = frequency accumulated in Delphi I

	HCC	KC	RVC	TOTAL
Clearinghouse for information and coordination		1	1	11
Eliminate overlap	1			
Consolidate to prevent duplication and confusion	2			
Communication and planning (county-wide perhaps)	2	2	2	
Improve working relationships, cooperation		4		6
Including in-service training		1		
Raise consciousness of agencies toward cooperation			1	
Clearinghouse of information for senior citizens	1			5
Provide college office space for clearinghouse	1			
Disseminate information on service, as through newsletter	2		1	
Assessment of present services	1			2
Agencies just beginning to determine needs		1		
Less agency flag waving, more concern for people needing help			1	1
Remove artificial barriers that exist in community college			1	1
Good nutrition and health programs			1	1
Home visits			1	1
Agencies should focus attention on out patient			1	1
Tendency for some agencies to reject elderly for service				1
Does inter-institutional cooperation really exist? What evidence?		1		1
No problem	1		1	2
Deliver groceries	1			1

Figure 3

RESPONSES TO DELPHI I QUESTION:

What services might be provided by the college in your area to foster inter-institutional and/or inter-agency cooperation in providing services to senior citizens?

HCC = Highland Community College
KC = Kishwaukee College
RVC = Rock Valley College

Numbers = frequency accumulated in Delphi I

	HCC	KC	RVC	TOTAL
EDUCATION				16
Training (especially in-service), including workshops and courses		4	1	
Training to work together		1		
Train education staff to work with elderly		1		
Seminars on problem solving			1	
Seminars on group techniques			1	
Training of volunteer groups	1			
Geriatric courses	1			
Other Education				
Encourage older persons to attend classes of their choice		1		
Provide free or limited cost education		1		
Provide pre-retirement classes	1			
Provide formal and informal education		1		
ENTERTAINMENT				5
Free admission to college plays	1			
Programs by college students at senior citizen meetings; e.g., drama	1			
Films, slides, movies, and lectures		3		
ACTIVITIES				5
Foster grandparent	1			
Student leader in ceramics	1			
Activities for persons working with senior citizens			1	
General activities for senior citizens		2		
CLEARINGHOUSE				4
Joint committee for sharing information	1			
Clearinghouse on each campus	1			
Circulate legislative information affecting elderly	1			
Establish local resource center with local coordinator		1		
RESEARCH				2
On local level with specific recommendations			1	
Research elderly's needs and design programs accordingly			1	
OTHER				5
Visitation on 1:1 basis		1		
Share staff			1	
Share facilities			1	
Offer services such as printing			1	
Issue gold cards			1	

Figure 4

Rock Valley District:

--by the Rockford Board of Education at eleven sites

b) GENERAL EQUIVALENCY DIPLOMA (reviewing high school work) is provided thus:

Highland District:

--by Highland Community College on campus and at three other centers

--by Mt. Morris and Stockton school districts independently

Kishwaukee District:

--by Kishwaukee College on campus

--by Sycamore High School district

Rock Valley District:

--by Rock Valley College at North Boone, Pecatonica, and Byron

--by Rockford Public Schools

--by Belvidere High School

c) ADULT CONTINUING EDUCATION (courses in areas such as self-improvement, personal enrichment, and light occupational skills) is provided thus:

Highland District:

--by Highland Community College on campus and at 14 centers

--by the Cooperative Extension Service in each county

--by the Young Women's Christian Association (YWCA) in Freeport

Kishwaukee District:

--by Kishwaukee College on campus and at one center

--by Sycamore and Shabbona high schools independently

--by the Cooperative Extension Service in each county

--by the Young Men's Christian Association (YMCA) in DeKalb

Rock Valley District:

--by Rock Valley College on campus, at ten centers, and four additional sites

--by Belvidere and South Beloit high schools, each independently

--by the Young Women's Christian Association (YWCA) in Rockford

--by the Young Men's Christian Association (YMCA) in Rockford

--by the Cooperative Extension Service of each county

--by several community centers

d) AVAILABILITY OF STUDENT PROFILES Profiles on students are regularly reported as follows:

Highland District:

--regular curriculum students by sex and three categories of age (under 21, 21-35, 35+)

--adult continuing education students by sex and three categories of age (under 21, 21-35, 35+)

Kishwaukee District:

--daytime students by sex and age by decades

--evening students, including regular curriculum by sex and age by decades

Rock Valley District:

--regular curriculum students by sex and seven categories of age (under 18, 18-21, 21-26, 26-31, 31-36, 36-40, over 40)

--adult continuing education students by sex only

e) ENROLLMENT INFORMATION

--regular curriculum enrollment of older adults at community college approximates less than 1% of the total enrollment

--adult continuing education enrollment of older adults at each community college ranges from 0.6% at Kishwaukee, to 1.9 at Highland, to 2.9% at Rock Valley.

--a complete listing of classes taken by persons aged 60 and older (at Rock Valley in the spring and fall of 1972) indicates a broad range of interest. See Appendix E for the list by age.

--the Cooperative Extension Service estimates that 30% of its enrollees are older adults

--older adults do not audit college classes

--the cost and enrollment procedure for auditing college classes are the same as for credit enrollment

--at least three factors limit opportunities for enrolling older adults tuition-free or at reduced rates through the community college:

1. State law requires a uniform tuition scale for all "classes", based on the number of credit hours. Thus, if the college charges fifteen dollars per credit hour for liberal arts and vacational-technical classes, it must charge fifteen dollars per credit hour for continuing education classes. The latter are assigned credit hour values.
2. The state reimburses colleges only on the basis of credit hours generated through "classes".
3. Activities in hobbies, recreation, and other leisure-time pursuits are excluded from reimbursement.

f) SPECIAL PROGRAMMING Only limited programming has been provided specifically for older adults by the colleges.

--Highland provided a single session at each of four senior citizen housing sites on retirement and medicare in 1971.

--Rock Valley provides four activities in ten two-hour sessions for senior citizens. Activities such as pottery and painting are provided at no charge in four hi-rises. The program is to continue into its fourth year, budgeted at $2,000.

--although all three colleges have cooperated with community agencies and groups in providing workshops, none has been specifically for persons working with older adults.

g) OTHER RESOURCES

--Northern Illinois University provides professional preparation programs in adult continuing education for persons holding or intending to occupy positions such as:

- adult basic education teachers
- high school completion program teachers
- instructors of English as a second language
- administrators of adult continuing education

--Some common schools provide family living courses, but they tend not to include systematic treatment of understanding the aging process, older adults, creative use of leisure time, or retirement.

--The Cooperative Extension Service provides or facilitates informal learning sessions, as requested, in areas for which the University of Illinois can provide resources. Requests need not be restricted to agriculture, rural homemaking, and youth areas.

--Health education is named as one of the functions of county health departments.

--At least one company, Woodward Governor of Rockford, provides regular structured pre-retirement classes for employees.

V. DISCUSSION

OLDER ADULTS

1. Individual questionnaires:

   a. Comparativeness of Sample to General Older Adult Population: In order for there to be any validity in using the results of the individual questionnaires as indicative of choice or need for the older adult population of the three college districts studied, there must be reason to expect that the results approximate those which would be found in that total population. If certain groups were over-represented, it must be demonstrated that their responses did not bias the sample.

   There were several areas of at least some magnitude of bias in the sample, not by plan, but by circumstance. First, the sample included about twice as many females as males. Although this is a larger difference than is either present locally or on the national average, there is in fact a national ratio of 138 to 100. Recent census data and trend evaluation showed that this difference is becoming even larger. Secondly, the sample included a considerable larger portion of high school graduates than is generally present (37% as compared to a national average of 16%). Thirdly, there was difficulty in obtaining questionnaires from persons who were almost totally isolated (not even sufficiently known to identify them for interviewing) which resulted in a sample over-represented by persons participating in social contacts and activities. Because of their own detachment and the difficulty of other agencies being able to identify and/or serve them, isolates probably would be low prognosis for using any learning experience which might be definable for delivery.

As was noted in the results section, intensive comparison within categories and from one category to another did not indicate that there were great differences of magnitude or direction in the responses of subgroups. The categories used probably adequately identified subgroups so that significant differences would have been evident. Without greater evidence of direct outcome and/or choice bias in the responses tabulated, it seems reasonable to assume that the sample does adequately represent the general older adult population of the three college districts sufficiently for direct comparison.

b. Separate items within the questionnaire: If the general sample is considered to be reasonably representative, the results may be used to define areas of need. The following results may then be useful in terms of programming.

--Transportation: There is a definite choice for weekdays over all other times. There is a need for transportation (public or otherwise), if one considers delivering a not-in-the-home type of service. Apparently, weekdays are the times when the population would prefer to be away from home if they must leave home to be served. There would seem to be little question as to the reduced mobility of the client group.

--Group Activities: The sample tended to indicate that they took part in many group activities. (Over a third attended at least weekly). Service might best be delivered through already existent groups which continue because of social reward, rather than through new groups and locations which exist only temporarily for the purpose of service delivery. Familiarity with other persons and with locations used for service delivery would seem to maximize acceptance of learning situations, while unfamiliarity and new locations would

seem to minimize acceptance.

--Site Preference/Accessibility: These two categories were both so similar that some tentative conclusions may be drawn even with nearly a 1/3 level of non-response. Generally, there seemed to be little difference between the selection made for both (alternative choices were the same). Proximity might be closely related to acceptableness. There were really no high choice alternatives that did not seem to be accompanied by proximity. The bias towards group activities and meeting with other persons (see below) might tend to make the consideration of socialness primary to the site at which a service is delivered. Deficiencies in social contact may lower prognosis for use.

--Mobility: This item might seem to conflict somewhat with the sizeable response on identifying a need for public transportation on weekdays if one does not realize that this question was oriented only toward being able to get to one's site preference. Reduced overall mobility due to lack of transportation, reduced ability to cope with traffic or negotiate within it, or insufficient resources to maintain a car may be instrumental in reducing the ability to participate. These factors tend to maximize the overall transportation issue while putting the mobility-to-site preference issue into a better perspective.

--Learning Method: There was a definite preference for interaction with other persons. This was supported by the preference for sharing of one's self within classroom situations. Few chose the media as a method of learning. If written materials are used, it would seem wise to make them even more available than they might be at libraries, use materials which are graded in difficulty and complexity of thought, and make sure that they are of large print with adequate figure-ground differentiation. The low response to reading creates a question as to the availability of adequate materials, the ease with which they may be obtained, or increasing

problems with concentration or vision, with increase in age. Interaction with persons still seemed to be a primary preference, with preference of persons in general being more important than persons of any particular group (such as older adult peers).

--Items Checked as of Interest or Need: Because the items checked for interest or need seemed to be equally checked by nearly all categories and subgroups of categories, they would seem to indicate at least the general areas of interest or need of the older adult population within the three college districts. Because respondents are potential consumers of services in the areas checked, the magnitude of response should at least to some degree represent consumer need or willingness to participate.

2. Delphi I and II: According to both Delphi questionnaire responses, transportation is the most important need of older adults in the college districts studied. Concern for transportation was among the foremost responses to questions dealing with 1) suggested privileges for older adults, and 2) limitations preventing more and better services to older adults. The inter-relatedness of transportation and other areas is clear. Without transportation there is no access to health care, social services, shopping (especially for groceries, which require frequent, regular trips), and recreation. Lack of transportation would appear to contribute to at least two other situations which are problematic in the life of the older adult: 1) increased dependency on others ("being a burden"), and 2) isolation from both needed personal contact and service. Any situation involving the lack of public transportation or the inability of the older adult to use it (often because of expense) necessarily results in services having to be delivered to the neighborhood of the older adult or use of service monies for transportation to a central location. Either situation reduces the amount of

service resources (money, staff, time) available to deliver the actual service needed. Furthermore, even neighborhood sites are inaccessible a) during inclement weather or b) at all times for persons for whom a long walk is exhausting or impossible.

Clearinghouses of Information began as one of the lowest priorities in the input stage, Delphi I. After it was reported in the summary preparatory to the priority-setting stage of Delphi II, this category was elevated to second place in priority. Even in Delphi I, certain questions elicited responses which showed clearinghouse-type information to be very much needed. Older adults were described as being unaware of existing services. Lack of directories or central sources of information were blamed. When services are partialized at many sites and through many agencies, clear informational access is crucial even if transportation (noted above) is present. The older adult would seem to be at a disadvantage when having to relate to complex delivery systems of service which require great effort to successfully identify and even greater effort to arrange.

Education ranked third on Delphi II. This category combined: 1) needs of older adults for daily-living kinds of information, and 2) needs of persons serving older adults for training and enrichment. Education does not ordinarily rank this high as a need of older adults; areas oriented to daily survival take precedence. It must be remembered that the focus of all questionnaires was ultimately need areas to which educational institutions could address themselves. It is particularly noteworthy that the service givers indicated a need for training for themselves and their fellow service-givers. Increased abilities of the person working with older adults may be more effective and efficient in increasing services available

and the quality of that service. Education of this formal nature is of less interest to older adults whose self-improvement would no longer relate to careers and vocations, something that is generally taken away from them at a specified age.

Recreation emerged fourth in priority. Respondents cited both: 1) the need of older adults for leisure-time activities, and 2) the need of persons working with them for skills in programming and motivation. Churches and schools were among those suggested as appropriate delivery systems for recreation. For persons working with older adults, their self-defined need for recreational skills directly supports priority #3 (Education).

Volunteers ranked fifth. This category included: 1) the expanded use of volunteers serving older adults, and 2) the use of older adults themselves in volunteer roles. It is noteworthy that service programs have in the last few years come to regard volunteer programs as one important way of increasing delivery of service and of sensitizing the community to needs. The training, use, coordination, and supervision of volunteers may in fact be an area of educational/training need in that the success of volunteerism is completely dependent upon these items. These activities would seem be most effective when carried out by the service agency itself, but there may be a considerable role for educational institutions, particularly in the training of people working with the older adult in establishing and carrying out volunteer programs. Collaboration with existing volunteer bureaus, such as that in Rockford, and with Retired Senior Volunteer Programs (RSVP), would be expedient. If older adults themselves serve in volunteer programs of any sort, they would have the same needs for effective training, use, coordination, and supervision if they are to be maximally effective and rewarded by their experience.

SURVEY OF PRESENT SERVICES

The large majority of agencies who stated that they were not able to serve all older adults in need of service cited two limitations in the Survey of Services as: 1) lack of transportation, and 2) the unawareness of service by prospective clients. Only the lack of funding necessary to give service was deemed more limiting.

The checklists of services were intended to point out any gaps in service areas presently addressed. Some items did appear to be almost non-existent (e.g., day care for older adults). However, the agency's own assessment of how adequate those programs are is even more revealing, as discussed above. The need for not only available services, but adequate service is clear. It seems apparent that the agencies themselves are very aware of this situation.

For persons serving older adults, the need and desire for in-service training and enrichment are clear. This situation tended to be emphasized again and again both explicitly and implicitly. It is indeed a desirable situation that service people openly state this situation of need and seem ready to participate in programming which might maximize their potential for service. Churches, whom older adults often regard as a source of counseling and emotional support, do not have access to central sources of information such as directories and clearinghouses -- largely because such items are nearly non-existent. This greatly reduces the potential of churches serving at least some role of direct referral to service outside themselves. In harmony with the suggestion (from the Delphi) that churches might have a great potential for expanded service both for programming and the use of facilities, the churches themselves express their desire to be doing more. Judging by the existence of church activities for older adults, the churches do consider this an appropriate area to address.

3. Pilot projects: For two reasons, pilot projects were not implemented: a) the time that regular tasks of the feasibility study required, in an already abbreviated time span, and b) the uncertainty as to whether approval of the pilot project grant was finalized.

REFLECTION

The success of any increase in service depends on a number of factors to be most successful. There must be a situation of need. There must be an accessible site(s) for delivery. There must be people interested and capable of delivery. There must be an acceptance by the consumer of the services delivered. The data reported in the results section and further discussed in this section address these necessary variables, to more adequately meet the needs of the older adult. They may be capsulized thus:

1) Transportation and Mobility in terms of fixed and menial income: Older adults find it difficult or impossible to maintain relevant and necessary contact with persons and necessary services. At present, the question of establishing contact is at least equally as important as maintaining it.

2) Uniqueness of need for service: Degrees of impairment of abilities associated with aging (reading, hearing, physical mobility, etc.) often make service more difficult and require a specialized ability, patience, and understanding necessary within the person serving the older adult. These limitations may be subtle. Assumption that they are universal among the older adult, however, is likewise a disservice.

3) Imposed retirement: The role of education is particularly different because of the societal determination that age limits should be put on careers and vocations. The careers and vocations which stimulated learning and involvement must be replaced by other interests when the careers and vocations are taken away. Preparation for their termination must be more completely addressed, with an honesty and dignity that prevents the older adult from feeling unworthy and/or rejected when retirement is requested.

4) Direct and Supportive Service: The need for service results from both the aging process and a dependency created by a forced reduction of income (retirement). Service to older adults is a primary responsibility rather than a secondary one. Services must be relevant to the individual's unique situation and beneficial. Programming for the aged because of pity or because it is the "thing to do" without other considerations is likely to result in fragmented, irrelevant, incomplete, and unused service. The goal is to provide quality, coordinated, relevant and accessible service without increasing the complexity of the service system. Service givers must avoid creating mazes.

DISCUSSION

INTER-INSTITUTIONAL COOPERATION

1. Development of the model

   A. Organization

      1. The fact that salaries for two of the four consortium staff members reverted to their institutions did not reduce the participation of those individuals. Perhaps their past personal associations helped reduce the effect of that inconsistency, as did their personal acceptance of the situation. Unanswered is the question of whether this particular inconsistency would effect the participation of different institutional representatives in future arrangements.
      2. Having a director independent of any single institution proved workable and even advantageous. It assured not only the freedom from self-interest of any single institution, but from the appearance of self-interest. The same assurance could come from a body of four representatives directing activities; however, that would require persons with full-time responsibilities already to assume a task that deserves extensive fieldwork.
      3. Advisory councils served as individuals rather than as a group. The four month period into which the study was compressed imposed numerous and closely spaced deadlines that precluded the postponement of advice-seeking until several persons were mutually free. So many tasks compressed into four months severely reduced the use that could be

made of advisors. While their guidance was valuable, it could have been much moreso with a more moderate pace.

3. Use of a coordinator for each district who resided therein was helpful, not only for his familiarity with the area, but for being regarded as one "invested in the area."

B. Resources

1. As with advisors, the four months did not allow optimum use of consortium staff members as a resource; likewise, consultants. Many tasks had to be pursued too quickly. However, all four were accommodating about any requests made of them, expediting use of institutional resources in particular.

2. Office space - This seemingly simple consideration does have ramifications. It requires that such matters as project staff salaries and working conditions either be compatible with those of the institution offering the office space, or that the institutional staff understands the reason for variation. The morale of both staffs depends on that compatibility and/or understanding. Consequently, cooperation itself can be affected.

3. Financial management - The assignment of responsibility for finance to one institution provided an efficient system, both in procedure and in assessing expenditures to date. The options, however, are reduced by the capacity of any given institution's budget to absorb costs until reimbursement - which may not be forthcoming for several months.

4. Secretarial assistance - Provision must be made for periods of heavily concentrated activity. This requires travel expense occasionally for calling all resources to the same site.

5. Other resources - Institutional representatives must have reasonable access to all campus resources. Such resources should not depend on personal favors, but on the institution's commitment to the project. Otherwise the representative may have to settle for less than the task requires.

C. Communication and feedback - The distance that separates participants in inter-institutional arrangements requires a generous telephone budget. Reducing the number of staff meetings through use of the telephone, however, reduces opportunities for staff members to respond to each others' input, and can cause feelings of isolation.

2. Delphi I and II: According to persons who were believed to be knowledgeable about older adults, the need for clearinghouses of information is the greatest need. Such clearinghouses would be most productive if they both facilitated coordination of service and provided an uncomplicated source of information for older adults. A product of that activity could well be the improved working relationships that were also cited as a major concern. Three resources that should be an integral part of any planning for clearinghouses are: a) the county councils of aging that are now either in operation or being planned for each of these Northwestern counties and b) the soon-to-be multi-county task force on aging, which is being organized by the Northwestern Illinois Area Agency on Aging and c) the NIAAA itself.

The need for clearinghouses of information has been made clear by both older adults and service-givers. One obstacle to any voluntary organization trying to implement clearinghouses is the cost of office space and materials. This priority, then, should be of foremost consideration by the colleges, as they determine how they can best improve service to older adults. In general, programs for older adults must be at reduced rates or free; thus the possibilities for new programming must be carefully scrutinized and proposed on the basis of priority need and maximum number served.

In regard to the specific role that the community colleges and Northern Illinois University may play in fostering cooperation among institutions and agencies, training was suggested most. Training has already been discussed in the section on older adults, but special attention should be called to the adult education resources at Northern. Their potential goes beyond providing formal classes on how to teach older adults. Those resources should be used in creative ways too, such as the recent goal-setting workshop presented for a county council on aging.

Educational delivery systems: Duplications from college to college seem limited to offering similar courses. In view of accessibility, this duplication is a necessary one. If the colleges are to facilitate training requested of them by persons serving older adults, however, there is the threat of duplicating explorations for resources. Such activity should be a joint effort.

The use of many centers to deliver adult education is one plus. Further expansion of such centers would make informal classes more

accessible to older adults who can afford to participate. Since churches were the favorite site preference among older adults, and since churches themselves expressed an interest to do more for this age group, churches should be seriously considered as additional sites.

The colleges cannot be expected to make their record-keeping completely uniform, but more exact reporting of older adult enrollment is desirable. If all older students are reported only as 35+, the director has no convenient measure of his progress toward reaching a wide age range, older adults in particular.

Perhaps the informal and short-term nature of Cooperative Extension classes explains the higher percentage of older adults it seems to be reaching.

Those two conditions can be matched by the colleges, but a third one, cost (which is lower through CES) is more difficult to address. Since the state apportions funds only for classes that require uniform tuition, the colleges must decide how much of the budget they can allocate to activities that are not at least partially self-sustaining. Such programming should be based on careful examination of needs addressed and target numbers, not on random. YMCA's and YWCA's likewise show low potential at the present because of membership and tuition fees.

In the interest of nurturing more positive attitudes and practical planning for retirement years, at least two provisions should be made: a) life cycle education in common schools and b) pre-retirement orientation by a combination of sources including the university, colleges, and industry.

Through maximum use of all existing delivery systems, educational resources can facilitate service to older adults in greater quality and quantity.

VI. RECOMMENDATIONS

OLDER ADULTS

Through inter-institutional and inter-agency cooperation:

1. Develop clearinghouses of information for older adults and for the agencies and groups that serve them.
   --Clearinghouses were established as one of the two highest priorities among service givers, and as one of the two highest interest areas among older adults (where to go if I need help).
   --Clearinghouses minimize the older adult's problems by linking him to the most appropriate resources.
   --Clearinghouses maximize the use of existing services.
2. Develop educational services for persons working with older adults.
   --Such service will increase the quality of service to older adults, and may even increase the quantity.
   --They expressed a need and desire for such service.
3. Develop informal-learning resources for older adults (especially related to daily living), to be provided at easily accessible sites.
   --Older adults expressed interest in knowing more about certain areas.
   --Service-givers and older adults themselves indicated more need for "survival" types of information for older adults than for formal education.
4. Develop pre-retirement planning resources.
   --Awareness of options early enough to prepare for the more desirable ones, plus a positive attitude toward retirement, will minimize problems for tomorrow's older adult.
   --The success of Woodward Governor's program provides a workable model, relevant to this region.

5. Maximize access to college resources for older adults as they relate to use of leisure-time: recreation, cultural events, entertainment, and socializing.

   --Older adults rated recreation as their top area of interest.

   --Persons working with older adults rated the provision of activities/entertainment as one of the top two ways in which colleges could facilitate improved services to older adults.

   --Presidents of senior citizen clubs in particular expressed a need for no-cost programs.

RECOMMENDATIONS

INTER-INSTITUTIONAL COOPERATION

1. For future cooperative-arrangement planning, adapt the model provided by Project Renewal, with modifications dictated by this experience and by the nature of the new endeavor.

2. Be prepared for a lengthy planning stage involving exploration of interest, agreement of general substance, and finalization of details.

3. Determine any effect that relevant differences in policy among participating institutions may have.

4. Seek a reasonable degree of consistency in differing policies that would affect the success of the arrangement.

5. Obtain the support of the institution as a whole.

6. Maximize the good will of institutional members through an initial communication via the administration, and through periodic progress reports thereafter.

7. Set an atmosphere of equality among the institutional representatives.

8. Involve resource persons from respective institutions in the development stage.

9. Reduce the effect of distance, especially in arrangements involving students. Exchanging students for specialized classes may require compressing class time into one day a week.

A P P E N D I X A

Maps

1. Planning Regions:

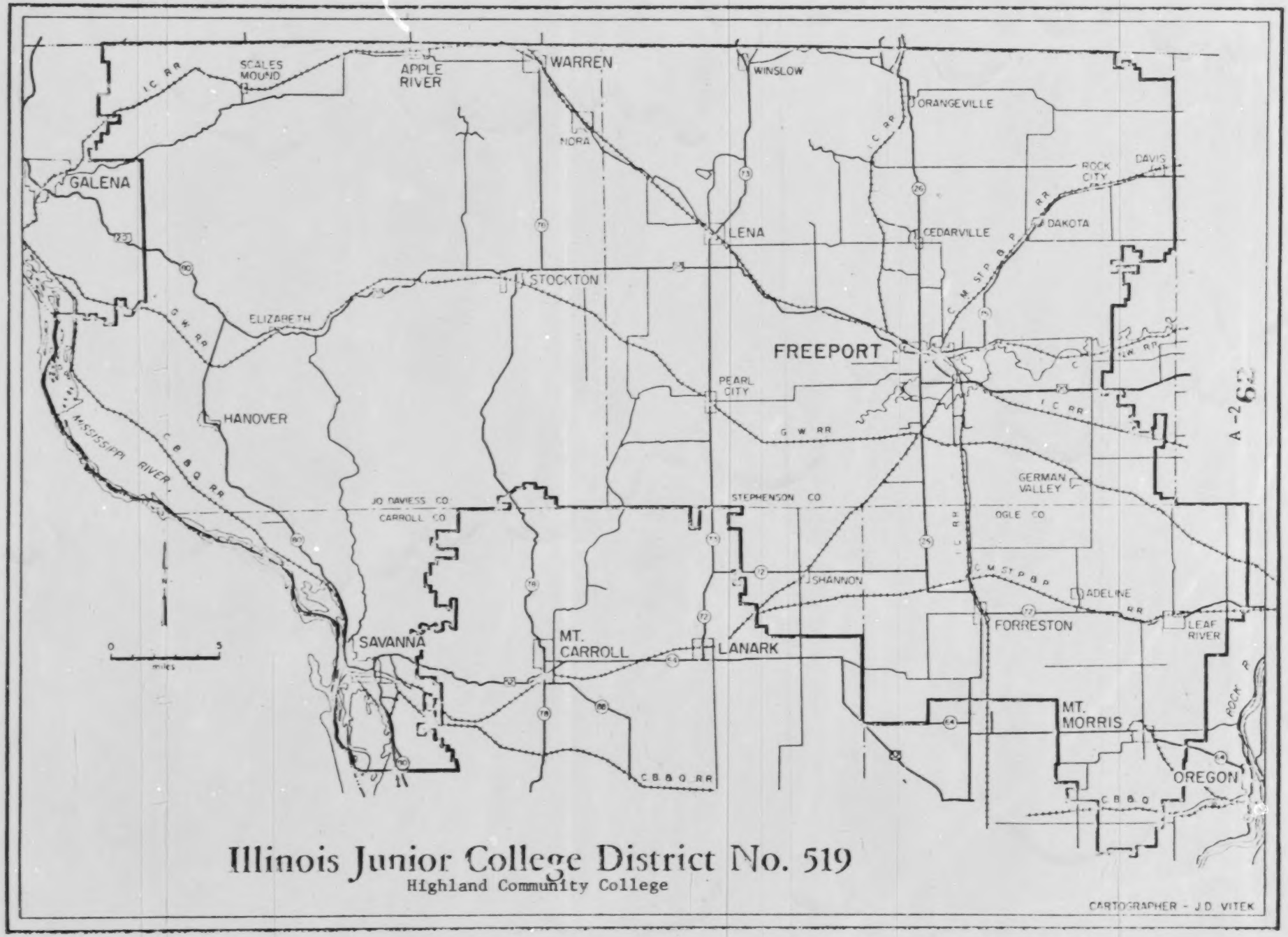
   Northwestern Illinois Area Agency on Aging

2. Highland Community College District

3. Kishwaukee College District

4. Rock Valley College District

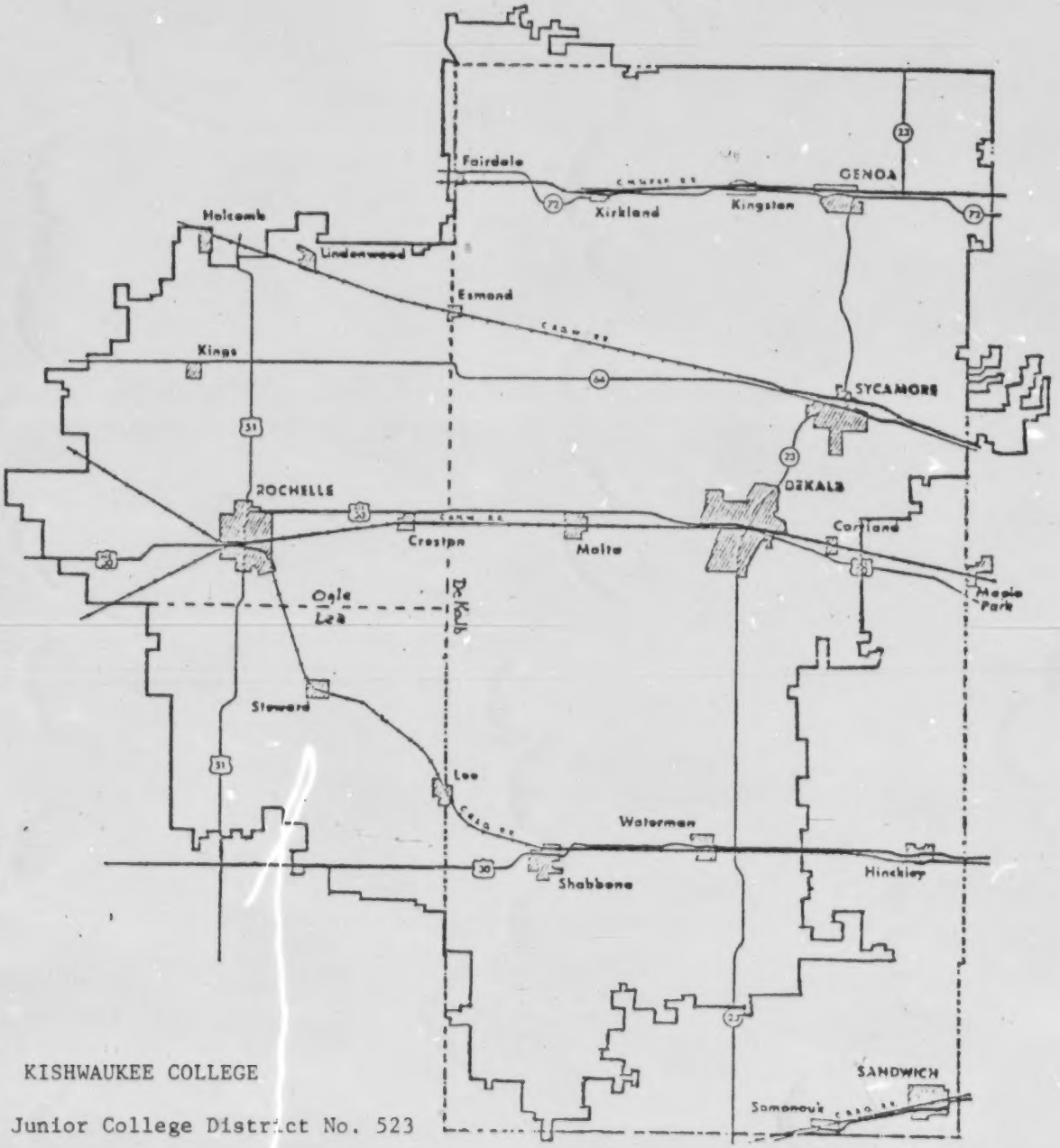
AGENCY ON AGING
PLANNING REGIONS*
= state planning regions
= AoA planning regions
JO DAVIESS 3798
STEPHENSON 8078
WINNEBAGO 30,385
BOONE 3155
MC HENRY
LAKE
CARROLL 3563
OGLE 6127
DE KALB 7528
KANE
DU PAGE
COOK
WHITESIDE
LEE 5915
KENDALL
WILL
ROCK ISLAND
HENRY
BUREAU
LA SALLE
GRUNDY
MERCER
PUTNAM
KANKAKEE
STARK
MARSHALL
KNOX
WARREN
HENDERSON
PEORIA
WOODFORD
LIVINGSTON
IROQUOIS
FULTON
TAZEWELL
MC DONOUGH
MC LEAN
FORD
HANCOCK
MASON
DE WITT
CHAMPAIGN
VERMILLION
SCHUYLER
LOGAN
ADAMS
BROWN
CASS
MENARD
PIATT
MACON
DOUGLAS
EDGAR
MORGAN
SANGAMON
MOULTRIE
PIKE
SCOTT
CHRISTIAN
COLES
SHELBY
CLARK
GREENE
CALHOUN
MACOUPIN
MONTGOMERY
CUMBERLAND
JERSEY
FAYETTE
EFFINGHAM
JASPER
CRAWFORD
BOND
MADISON
CLAY
RICHLAND
LAWRENCE
CLINTON
MARION
ST. CLAIR
WAYNE
EDWARDS
WABASH
WASHINGTON
JEFFERSON
MONROE
RANDOLPH
PERRY
FRANKLIN
HAMILTON
WHITE
JACKSON
WILLIAMSON
SALINE
GALLATIN
UNION
JOHNSON
POPE
HARDIN
ALEXANDER
PULASKI
MASSAC
Counties with figures = approximate Project Renewal Planning area
figures = county populations of persons aged 60 and older
*courtesy of Northwestern Illinois Area Agency on Aging



Illinois Junior College District No. 519

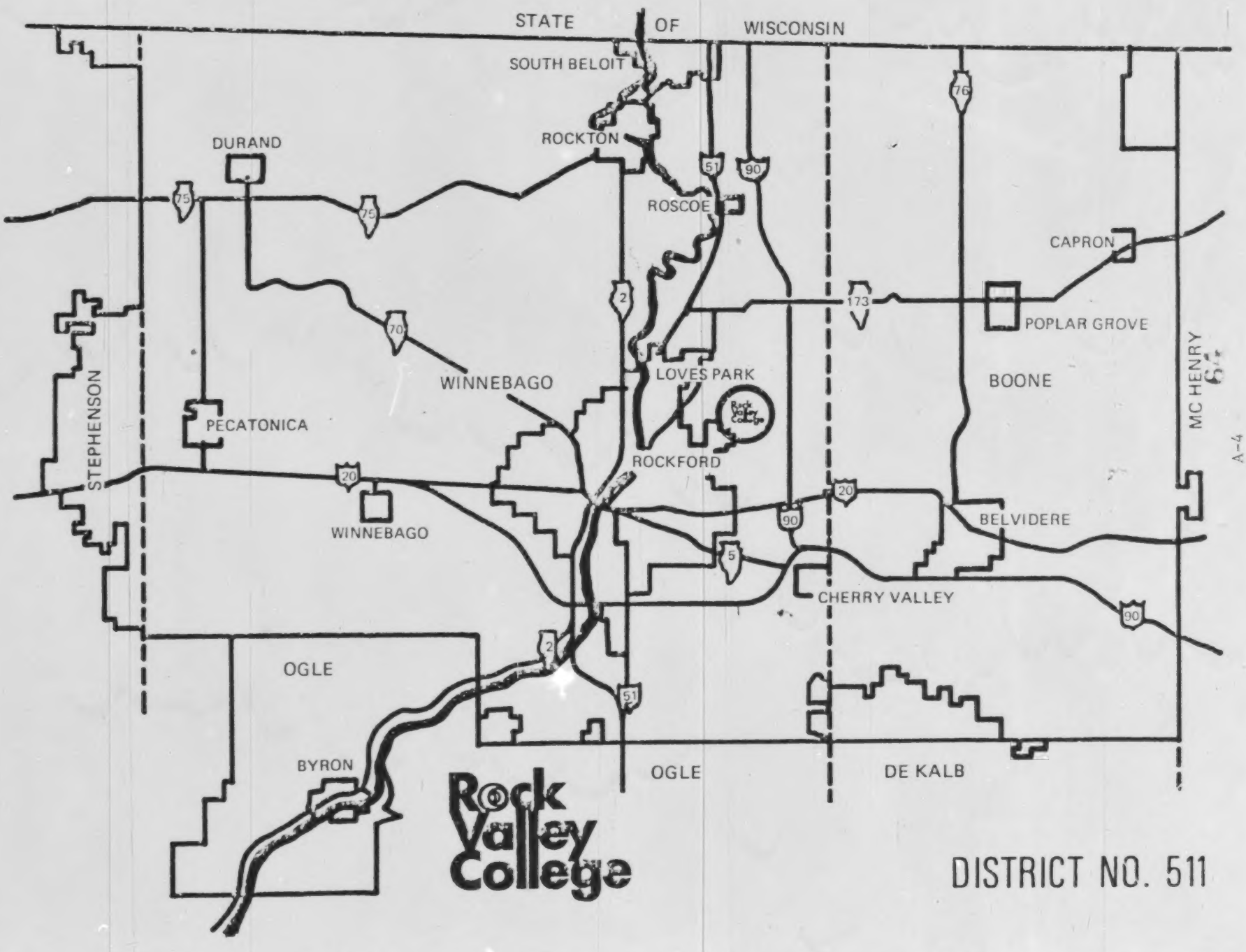
Highland Community College

CARTOGRAPHER - J.D. VITEK



KISHWAUKEE COLLEGE

Illinois Junior College District No. 523


STATE OF WISCONSIN
SOUTH BELOIT
ROCKTON
DURAND
ROSCOE
CAPRON
POPLAR GROVE
WINNEBAGO
LOVES PARK
BOONE
MC HENRY
STEPHENSON
PECATONICA
ROCKFORD
WINNEBAGO
BELVIDERE
CHERRY VALLEY
OGLE
BYRON
OGLE
DE KALB
Rock Valley College
DISTRICT NO. 511

A P P E N D I X B

General Information

1. County Populations of Persons Aged 60 and Over
2. Substance of Cooperative Arrangements
3 - 4. United Way of America Service Identification System (UWASSIS)
5. Project Renewal Organizational Chart
6. Survey of Adult Education

   Programming: Initial Guide Questions

PERSONS 60 YEARS OF AGE AND OLDER

County (Population)	60+ Pop. #	%	Institutionalized #	%	Below Poverty #	%	Minorities #	%	Limited Mobility+ #	%	Isolated* #	%	Nutrition Risk° #	%
BOONE (25,440)	3,155	12.4	86	2.7	653	20.7	13	.4	1,815	57.5	820	26.0	1,863	59.0
CARROLL (19,276)	3,563	18.5	94	2.6	1,009	28.1	15	.4	2,094	58.8	1,033	26.2	2,148	60.3
DEKALB (71,654)	7,528	10.5	180	2.4	1,327	17.6	32	.4	4,355	57.9	2,032	27.0	4,460	59.2
JO DAVIESS (21,766)	3,798	17.4	146	3.8	1,100	29.0	6	.2	2,255	59.4	1,025	27.0	2,315	61.0
LEE (27,947)	5,915	15.6	250	4.2	1,528	25.8	50	1.0	3,416	57.8	1,656	28.0	3,504	59.2
OGLE (42,867)	6,127	14.3	185	3.0	1,685	27.5	12	.2	3,486	56.9	1,716	28.0	3,577	58.4
STEPHENSON (48,861)	8,078	16.3	297	3.7	2,282	28.2	117	2.2	4,666	57.8	2,423	30.0	4,786	59.3
WHITESIDE (62,877)	8,858	14.1	363	4.1	2,611	29.5	169	1.9	5,055	57.1	2,480	28.0	5,186	58.5
WINNEBAGO (246,623)	30,385	12.3	1,174	3.8	7,061	23.2	993	3.3	17,145	56.4	8,508	28.0	17,569	57.8
- TOTAL AVERAGE (577,311)	77,407	13.4	2,775	3.6	19,274	24.9	1,467	1.9	44,287	57.1	21,693	28.0	45,408	58.7

+based on physical handicap, no public transportation
*based on 1 person households
°based on lack of kitchen facilities, 1 person households

% (column 1)= % of total county population
% (columns 2-7)= % of 60+ population of given county
Adapted from statistics from Northwestern Illinois Area Agency on Aging

Substance of Cooperative Arrangements Reported

in Illinois by

the Illinois Board of Higher Education

April, 1972

Enrollment

- reciprocal enrollment in courses unique to each institution
- contract for one-way open enrollment
- joint offering of specialized low-demand classes
- pool of universities' extension courses in area not served by 4 year institutions

Faculty

- exchange
- sharing one staff member
- in-service training

Community Services

- study
- delivery

Other

- facilities
- equipment
- materials
- activities
- insurance coverage
- research
- programming

UNITED WAY OF AMERICA

SOCIAL SERVICE IDENTIFICATION SYSTEM (UWASSIS)*

GOAL I. ADEQUATE INCOME AND ECONOMIC OPPORTUNITY

Employment Services System

Manpower Development and Training Services
Programs
Job Finding
Pre-Job Guidance
Job Training
Job Placement and Referral

Special Employment Services for the Socially, Economically, and Politically Disadvantaged
Programs
Employment Assistance to the Socially and Economically Disadvantaged
Bonding of Ex-Offenders
Exemplary Rehabilitation Certification Assistance
Certification for Employment of Non-Citizens

Special Employment Services for the Aging and the Physically and Mentally Handicapped
Programs
Sheltered Noncompetitive Employment
Homebound Employment

Income Maintenance Services System

Social Insurance Services
Programs
Health Insurance for the Aged-Hospital Insurance (Medicare)
Health Insurance for the Aged-Supplementary Medical Insurance (Medicare)
Unemployment Insurance
Workmen's Compensation
Social Insurance for Railroad Workers
Special Benefits for Disabled Coal Miners ("Black Lung" Benefits)
Disability Insurance
Retirement Insurance
Survivors Insurance

Financial Aid Services
Programs
Aid to the Blind
Aid to the Permanently and Totally Disabled
Aid to Families with Dependent Children
Old Age Assistance
Emergency Welfare Assistance
General Assistance
Special Benefits for Persons Aged 72 and Over

Consumer Protection and Safety Services System

Consumer Education Services
Programs
Direct Consumer Advice and Guidance
Mass Consumer Education

Services for the Quality Control of Consumer Goods and Products
Programs
Calibration and Testing
Agricultural Product Grading
Meat, Poultry, and Egg Products Inspection and Supervision
Fishing Products Inspection and Certification

Protection Against Unfair Trade Practices Services
Programs
Commodity Exchange Regulation
Trade Practices Regulation

Consumer Safety Standards Services
Programs
Food Safety Standards
Drug Safety Standards
Product Safety Standards

Consumer Recourse Services
Programs
Consumer Complaints Processing and Investigation
Consumer Redress

GOAL II. OPTIMAL ENVIRONMENTAL CONDITIONS AND PROVISION OF BASIC MATERIAL NEEDS

Food and Nutrition Services System

Governmental Food Subvention and Assistance Services
Programs
Commodity Distribution
Food Stamps
Special Non-School Food Assistance for Children
School Breakfasts
National School Lunch Program

Voluntary Food Services
Programs
General Food Service
Home Meals or Mobile Meals

Clothing and Apparel Services System

Subsidized or Free Apparel Services
Programs
Collection and Pickup of Donated Apparel
Apparel Distribution Centers

Housing Services System

Urban Renewal and Redevelopment Services
Programs
Real Estate Acquisition, Renewal and Redevelopment
Relocation and Allocation Under Renewal

Housing Subvention Services
Programs
Low to Moderate Income Housing Loans
Mortgage and Loan Insurance
Rent Supplements
Interest Subsidy
Public Housing
Housing Assistance for Special Groups

General Housing Search and Location Services
Programs
General Assistance for Housing Search
Residence Service

Transportation Services System

Earth, Water, and Air Transportation Development and Maintainance Services
Programs
Development and Maintenance of Earth Surface Transportation
Development and Maintenance of Water Surface Transportation
Development and Maintenance of Air Transportation
Special Transportation Needs of Selected Groups

Transportation (Traffic) Control and Safety Services
Programs
Earth Surface Traffic Control and Safety
Waterways Traffic Control and Safety
Air Traffic Control and Safety

Public Protection, Justice, and Safety Services System

Administration of Justice Services
Programs
Law Enforcement
Dispensation of Justice and Resolution of Disputes
Legal Aid and Defense
Detention of Law Violators and Alleged Law Violators
Corrections

Crime and Delinquency Prevention Services
Programs
Crime Prevention
Delinquency Prevention

Fire Protection Services
Programs
Fire Prevention and Protection
Fire Control and Extinction

Public Disaster Services
Programs
Weather Warnings
Earthquake Hazards Reduction
Civil Defense and Emergency Preparedness
Disaster Relief

Environmental Protection and Enrichment Services System

Environmental Protection Services
Environmental Enrichment Services
Programs
Open Spaces and Urban Beautification
Historic Preservation

GOAL III. OPTIMAL HEALTH

Health (Physical) Maintenance and Care Services System

Community Health Maintenance Services
Programs
Prevention and Control of Communicable Diseases
Public Health Nursing
Environmental Sanitation
Occupational Health Concerns
Community Health Education
Blood Bank
Community Clinics
Home Health Care
Medical Supplies and Equipment Provision

Medical Care Services
Programs
Inpatient Medical Care
Outpatient Medical Care
Emergency Medical Care

Mental Health Maintenance and Care Services System

Psychiatric Treatment Services
Programs
Inpatient Psychiatric Care
Outpatient Psychiatric Care
Emergency Psychiatric Care
Residential Treatment of the Emotionally Disturbed
Transitional Care

Mental Health Preservation and Maintenance Services
Programs
Alcoholism Prevention and Treatment
Drug Abuse and Narcotics Addiction Prevention and Treatment

Mental Retardation Services System

Services for the Habilitation of the Mentally Retarded
Programs
Special Day Care of the Mentally Retarded

Residential Care Services for the Mentally Retarded
Programs
Short-Term Residential Care of the Mentally Retarded
Long-Term Custodial Care of the Mentally Retarded

Rehabilitation Services System

Theraputic Services for the Handicapped
Programs
Inpatient Rehabilitation
Outpatient Rehabilitation

*obtained from Council for Community Services, Rockford, Illinois

GOAL IV. ADEQUATE KNOWLEDGE AND SKILLS

Formal Educational Services System

Preschool Services

Programs

Early School Admissions

Elementary and Secondary School Services

Programs

Kindergarten

Primary or Elementary School Education

Secondary or High School Education

Higher Educational Services

Programs

Community Colleges or Junior Colleges Education

Undergraduate College Education

Universities, Professional Schools and Technological Institutes Education

Informal and Supplementary Educational Services System

Informal Educational Services for Self-Instruction

Programs

Libraries

Occupationally or Professionally Oriented Groups or Specific Goal-Oriented Groups and Associates

Supplementary Educational Services

Programs

Adult Education

Special Educational Services for the Gifted and the Disadvantaged

Programs

Special Educational Opportunities for Gifted Children

Special Educational Opportunities for the Disadvantaged

GOAL V. OPTIMAL PERSONAL AND SOCIAL ADJUSTMENT AND DEVELOPMENT

Individual and Family Life Services System

Family Preservation and Strengthening Services

Programs

Conseling

Homemaker

Family Growth Control and Planning

Family Substitute Services

Programs

Adoption

Day Care

Foster Home Care

Group Home

Institutional Care

Crisis Intervention and Protective Services

Programs

Suicide Prevention and Protection Against Physical Self-Harm

Protection from Neglect, Abuse and Exploitation

Supportive Services to Individuals and Families

Programs

Retirement Preparation

Friendly Visiting

Assistance to Travelers, Newcomers, Migrants, Immigrants and Mobile Families

Emergency Assistance

Social Adjustment, Social Development and Social Usefulness Services System

Recreational Services

Programs

Participatory Recreation

Spectator or Non-Participitant Recreation

Social Group Services

Programs

Social Adjustment

Social Development

Troop Type

Intergroup Relations Services

Programs

Special or Single Interest Group Promotion

Multi-Interest Community Relations

Cultural and Spiritual Enrichment and Development Services System

Arts and Humanities Development and Subvention Services

Programs

Community Facilities for Arts and Humanities

Arts and Humanities Subsidization

Artistic and Cultural Opportunities Services

Programs

Personal Involvement and Active Participation in Artistic Pursuits

Arts Appreciation and Enjoyment

Religious or Spiritual Services

Programs

Group Worship

Independent Spiritual Pursuits

GOAL VI. ADEQUATELY ORGANIZED SOCIAL INSTRUMENTALITIES

Mobilization of People Services System

Community Organization Services

Programs

Neighborhood Development

Community Planning and Development

Political Organizations Services

Programs

Political Parties

Election and Election Campaigns

Volunteer Services

Programs

Volunteer Recruitment and Training

Volunteer Placement and Supervision

Resource Development Services System

Human Service Programs Funding Services

Programs

Governmental Fund Raising or Public Sector Programs Funding

Voluntary Fund Raising

Acquisiton of Charitable FoundationsSupport

Acquisition of Governmental Grants and Contracts

Economic Development Services

Programs

Promotion of Tourism, Businesses and Industries

Small Business Development

Administration and Management Capability Services System

Administration Services

Programs

Personnel Recruitment and Training

Budgeting, Allocations andAgency Relations

Purchasing

Plant and Facilities Operation and Maintenance

Planning and Evaluation

Communication and Public Information Services

Programs

Public Relations

Demonstration or Pilot Projects

Causational Research

Social Simulations

Social Forecasting

Equal Opportunity Services System

Equal Opportunity Promotion Services

Programs

Civil Rights Promotion (Legally Mandated)

Equal Employment Opportunity Promotion

Promotion of Fair Housing Policies and Practices

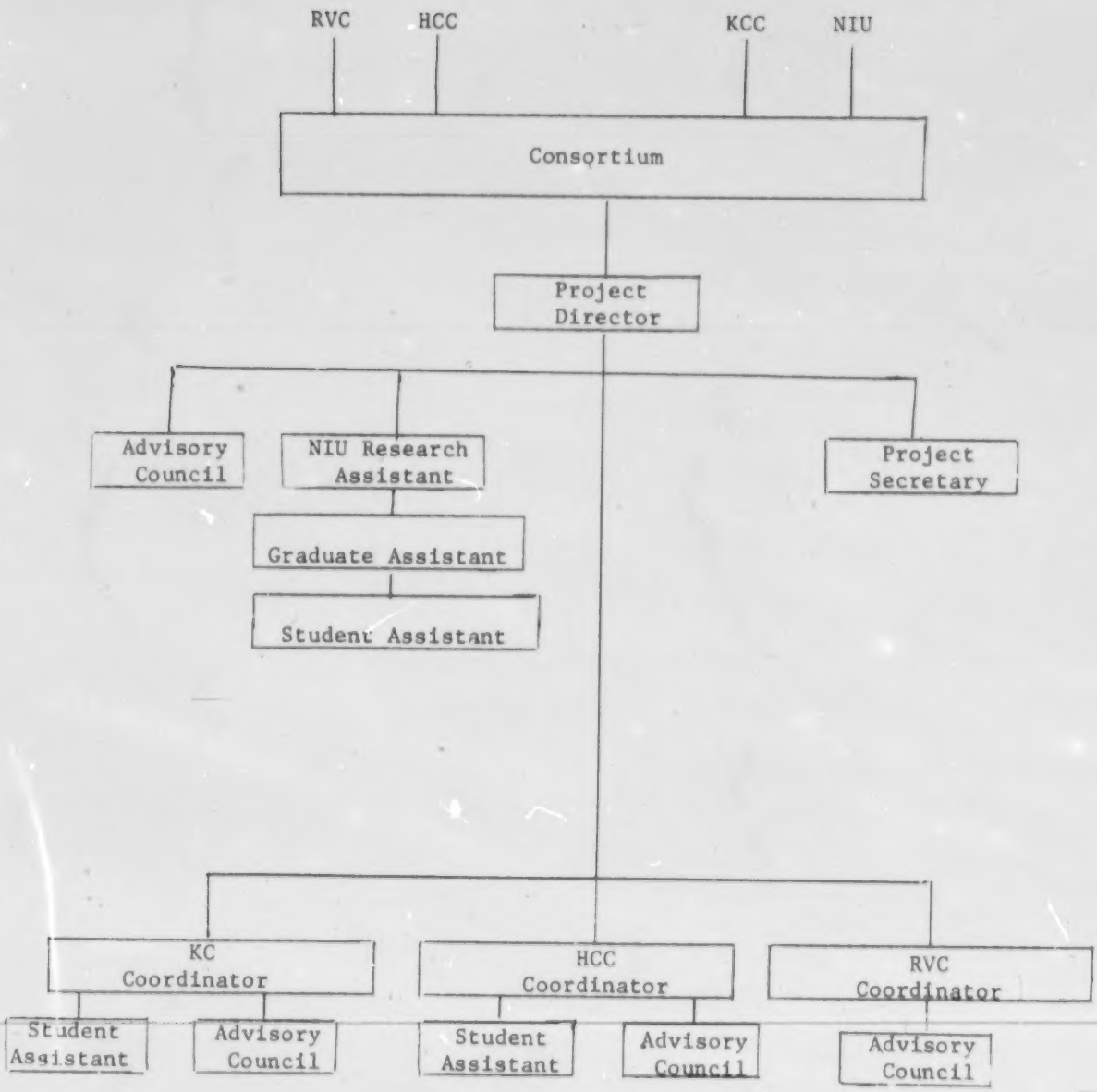
Equal Opportunity Recourse Services

Programs

Equal Opportunity Mediation of Disputes (Non-enforcement)

Equal Opportunity Recourse Through Legal Enforcement

ORGANIZATION CHART



SURVEY OF ADULT EDUCATION PROGRAMMING

Initial Guide Questions

1. Do any of the public schools in your district offer "life cycle" education, that is, units on use of leisure time, aging, retirement, understanding the older adult?

2. Who are the "key people" for adult education in your district?

   a. Community college adult education dean
   b. Directors of centers at which the community college provides classes
   c. Directors of high school adult education programs which are run independently
   d. Directors of other adult education programs such as YMCA, YWCA, Home Extension, etc.

3. One of the recommendations of the White House Conference on Aging was that barriers be removed so that older adults could audit high school and college classes.

   a. At present, do adults (specifically 60 and over) audit any high school classes?
   b. If not, are there any restrictions preventing them from doing so?
   c. If there are restrictions, could they be reduced?
   d. If there are no restrictions (or insignificant ones), how is the older adult made aware of this privilege?

   For the college, answer the same questions as above.

4. What are the specific components of the adult education-community service program at the college?

   Are any of the programs mainly for the 60-and-older adult? If so, indicate how many enrollees, and where classes meet.

5. How many are enrolled in the regular curriculum?

   a. Under 60
   b. 60 and older

   How many are enrolled in the adult education classes?

   a. Under 60
   b. 60 and older

6. Have there been programs dropped or postponed because there was insufficient response or insufficient funding in one district? If so, describe the program and the reason for its being withdrawn.

   Could a cooperative venture between two or more institutions increase its chances of survival? If so, how?

7. What learning experience does the institution provide for those who serve the elderly? Indicate the type of learning experience, for whom provided, number of sessions, duration, and whether past, present, or future.

8. One of the Project Renewal objectives is to explore the feasibility of developing a clearinghouse of information. What role might the adult education division or the college as a whole take in implementing this objective?

9. Another objective is to identify duplications which might be reduced or eliminated through inter-institutional cooperation. What present duplications exist?

   Specifically, how might inter-institutional cooperation reduce or eliminate them?

10. What have been past examples of inter-institutional cooperation among Highland Community College, Kishwaukee College, Rock Valley College, and Northern Illinois University or any combination thereof? Among any of those four institutions and community agencies?

    How successful have they been? Explain.

11. If funding for new programming is difficult or impossible to obtain, are there some ways in which the community college could still facilitate service to older adults? Or to those serving older adults?

A P P E N D I X C

Delphi Technique

1. Delphi Technique Background

2. Delphi Respondents: Highland District

3. Delphi Respondents: Kishwaukee District

4. Delphi Respondents: Rock Valley District

5. Delphi Questionnaire I: Cover Letter

6 - 11. Delphi Questionnaire I: Copy

12. Delphi Questionnaire II: Cover Letter

13 - 18. Delphi Questionnaire I: Preliminary Summary

13 - 19. Delphi Questionnaire II: Copy

20. Delphi II Enclosure: Survey of Present Services and In-Service Training

THE DELPHI TECHNIQUE: BACKGROUND

The U. S. Air Force commissioned the Rand Corporation to develop the Delphi Technique for use in policy decision-making. A Syracuse University report cites two assumptions upon which the technique is based: 1) that if, in successive rounds of the questionnaire -feedback sequence, participants move toward a consensus, the resulting data is more believable and 2) that anonymous responses are more likely to lead to reasonable and objective input.

In the past, the Delphi technique of collecting, collating, and refining opinions has been used principally for technological forecasting. Alfred Rasp (see bibliography) suggests that the Delphi survey can make its major contribution to educational decision-making associated with planning.

For Project Renewal, the Delphi technique held advantages which have been summarized by Sonya Petersen (see bibliography) as:

a) an opportunity for respondents to rethink and revise their opinions in the light of others' responses

b) the elimination of dominant persons' influence through anonymity

c) the elimination of irrelevant and redundant material through controlled feedback (compared to face to face consensus-evolvement

DELPHI RESPONDENTS

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Mrs. Carol Bussan
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Professor
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Senior Citizens Club
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Mrs. Mary Ann Hall
Administrator
Rochelle Manor
Rochelle, Illinois

Mrs. Leslie Baize
Administrator
Salvation Army
DeKalb, Illinois

Mrs. Melvin Thuestad
President
Golden Years Club
Malta, Illinois

Howard Whitely
President
Genoa Senior Citizens Group
Genoa, Illinois

Del Lanan
President
Golden Age Group
Sycamore, Illinois

Ronald P. Martin
Evening College Director
Kishwaukee College
Malta, Illinois

Al Guyman
Director
Illinois State Employment Services
DeKalb, Illinois

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Chairman
Boone County Council on Aging
Belvidere, Illinois

Frank Parrino
Superintendent
Educational Service Region
Rockford, Illinois

John Oksnevad
Administrator
Medina Nursing Home
Durand, Illinois

Ralph F. Schroeder
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William A. Schrader
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Ken Rock Community Center
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Oscar Blackwell
Director
Booker Washington Center
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Armando Cardenas
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Pecatonica, Illinois

Mrs. Mary Siebold
Director
Project Find
Rockford, Illinois

Project Renewal

...striving to serve the elderly through interinstitutional cooperation.

• HIGHLAND COMMUNITY COLLEGE • NORTHERN ILLINOIS UNIVERSITY

• KISHWAUKEE COMMUNITY COLLEGE • ROCK VALLEY COLLEGE

March 28, 1973

Dear Friend,

Thank you for agreeing to participate in Project Renewal, the feasibility study designed to assess the needs of senior citizens in terms of programs and services with special focus on the role of educational institutions. As you may know, this study is supported by Kishwaukee College (Malta), Highland Community College (Freeport), Rock Valley College (Rockford), and Northern Illinois University (DeKalb). These institutions anticipate future funding to underwrite programs and services to senior citizens. The Project Staff intends to build upon the excellent services that have already been begun. It is also our intent, in joint efforts with you, to promote further inter-institutional cooperation and community involvement.

Because you are actively contributing to the community, you have been selected to provide input into this important project. Opinions of active citizens like you are considered most important to the decisions made for this project. The tool we will be using to collect opinions is the Delphi technique. The Delphi technique is basically defined as a method for the systematic solicitation and collation of informed judgments on a particular topic.

Here is an overview of the procedures for our Delphi. For Round I, you will be handed this letter and the accompanying Questionnaire I. You are asked to read the directions carefully before completing Questionnaire I. All Round I Questionnaires will be collected and the responses will be summarized. For Round II, you will receive the summary of the responses of Round I along with Questionnaire II asking for your opinions concerning the summarized responses. It is possible that a third questionnaire will be used. Although no individuals will be identified by responses, your name is necessary for processing purposes. At the completion of the feasibility study, you will receive a list of respondents, a summary of the Delphi results, and other information about this project.

If you have any questions, please contact me. Again, thank you for agreeing to participate in this project.

Sincerely,

Sandra Locke

Sandra Locke
Project Director
c/o Adult Education
Rock Valley College
Rockford, Illinois 61101
(815) 226-3709

Name _____

PROJECT RENEWAL
Delphi Questionnaire I, Part 1.

Directions: Please read through the following list of need/service areas for senior citizens. Then, in the space provided in the middle, check ( ) the need/service areas where you think added or improved services are very much needed by the senior citizens in your area. In the spaces at the right, explain your reason for checking each area. Be specific as to the problem, locations, groups involved, etc. If you feel there are areas omitted, please add them at the end of Part 1.

Need/Service Areas	Definite Needs	Specific Problems, Locations, Groups, etc.
I. Adequate income and economic opportunity		
A. Employment	A. _____	A. _____
B. Social Security, retirement benefits, and other finanical aid.	B. _____	B. _____
C. Consumer protection and safety.	C. _____	C. _____
II. Environmental conditions and basic material needs.		
A. Food and nutrition	A. _____	A. _____
B. Clothing and apparel	B. _____	B. _____
C. Housing	C. _____	C. _____
D. Transportation	D. _____	D. _____

Need/Service Areas	Definite Needs	Specific Problems, Locations, Groups, etc.
E. Public protection justice, and safety	E.	E.
F. Environmental protection	F.	F.
III. Health		
A. Health (physical) maintenance and care	A.	A.
B. Mental health maintenance and care	B.	B.
C. Mental retardation	C.	C.
D. Rehabilitation	D.	D.
IV. Knowledge and skills		
A. Formal education	A.	A.
B. Informal education	B.	B.
V. Personal and social adjustments and developments		
A. Individual and family life	A.	A.

Need/Service Areas	Definite Needs	Specific Problems, Locations, Groups, etc.
B. Social adjustment, social development and social usefulness	B.	B.
C. Cultural	C.	C.
D. Spiritual	D.	D.
E. Recreational	E.	E.
VI. Other		
A.	A.	A.
B.	B.	B.
C.	C.	C.

Delphi Questionnaire I, Part 2.

Directions: Please answer the following questions being as specific as possible. The purpose of this questionnaire is to collect opinions, so express yourself freely.

1. In your opinion, what do senior citizens wish they knew more about? _____

2. What learning experiences, that are not already offered, could be offered for senior citizens by the institutions in your area?

	Learning Experience	Institution
1.		
2.		
3.		
4.		

3. What do those who work with the elderly wish they knew more about? _____

4. What learning experiences that are not currently offered could be offered for those who work with the elderly in your area?

	Learning Experience	Institution
1.		
2.		
3.		
4.		

5. If you work with an institution or an agency that serves the elderly, what would help you and your co-workers serve senior citizens better? _____

6. What are the major limitations that prevent the provision of better services to senior citizens in your area?

7. In your area, what improvements could be made in inter-institutional and/or inter-agency cooperation in services to senior citizens? _____

8. What services might be provided by the college(s) in your area to foster inter-institutional and/or inter-agency cooperation in providing services to senior citizens?

	Service	College
1.		
2.		
3.		
4.		

9. Please list resources in your area which, in your opinion, could be used (or used more adequately) in providing services to senior citizens.

1) _____ 2) _____ 3) _____

4) _____ 5) _____ 6) _____

10. With respect to services for senior citizens, could more effective use be made of the mass media in your area?

Yes _____ No _____ If yes, please make suggestions. _____

11. Please list any special privileges currently provided for senior citizens in your area (buss passes, free meals, etc.).

1) _____ 2) _____ 3) _____

4) _____ 5) _____ 6) _____

12. List any special privileges which could be provided for senior citizens in your area.

	Privilege	Agency/Institution/Other
1.		
2.		
3.		
4.		

13. Do directories of services for senior citizens exist in your area? YES _____ NO _____
If yes, are they used adequately? YES _____ NO _____
Please make any suggestions you have concerning the directories and/or their use. _____

14. Do you feel that senior citizens in your area know where to go for help? YES _____ NO _____

Suggestions? _____

15. Now that you have read through Questionnaire I, are there any concerns you have about senior citizens that we have not considered?

16. Are you yourself 60 years or older? YES _____ NO _____

17. Questions: _____

18. Comments: _____

19. One segment from whom we would like to obtain opinions is the isolated, older adult who tends not to participate. If you know of such persons who might be willing to answer one questionnaire please list them below.

1. NAME _____ MAILING ADDRESS _____ PHONE _____
2. NAME _____ MAILING ADDRESS _____ PHONE _____
3. NAME _____ MAILING ADDRESS _____ PHONE _____
4. NAME _____ MAILING ADDRESS _____ PHONE _____

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Dear Friend,

It is time for the second round of the Delphi technique for Project Renewal. Even though the first questionnaire was lengthy and difficult for many respondents, the information collected from it is valuable in the interest of improving services to senior citizens. A partial SUMMARY of that information is provided for you to keep. Following the collation of the questionnaires from the second round, you will receive a more comprehensive summary.

Many of you have expressed interest in finding out what the senior citizens themselves think about their needs. Included with the final summary will be information obtained from senior citizens. A questionnaire was prepared especially for them.

You will be pleased to note that Questionnaire II is much shorter and requires less time. Please read the directions carefully before completing the questionnaire.

Thank you again for your help. We realize that you are busy, and we appreciate your sharing time with us. If you have any questions, please contact me or your Project Renewal coordinator.

Sincerely,

Sandra Locke

Sandra Locke
Project Renewal Director
c/o Adult Education
Rock Valley College
Rockford, Illinois 61101

SUMMARY

PROJECT RENEWAL, Delphi Questionnaire I — March/April 1973
Highland, Kishwaukee, & Rock Valley Community Colleges
and Northern Illinois University
53 Respondents

For Round I of the Delphi Technique for Project Renewal, 57 questionnaires were distributed to selected respondents in the Kishwaukee, Rock Valley, and Highland community college districts. 53 questionnaires were returned. Of the 53 respondents, eleven are older adults who work with other older adults. A crisis prevented one person from responding. Three persons returned blank questionnaires with letters that expressed the belief that most needs of older adults are being met.

For Part I of Questionnaire I, Need/Service Areas were presented categorically and respondents were asked to check and give explanations for areas where added or improved services are very much needed by senior citizens. The following Need/Service areas are listed according to the frequencies of checks and explanations given on Delphi Questionnaire I. Transportation received the most checks and explanations and Mental Retardation received the least attention. Responses from the three community college districts did not differ significantly from district to district.

1. Transportation
2. Social Security, Retirement Benefits, and Other Financial Aid
3. Food and Nutrition
4. Health (Physical) Maintenance and Care
5. Recreational
6. Housing
7. Informal Education
8. Social Adjustment, Social Development and Social Usefulness
9. Employment
10. Mental Health, Maintenance and Care
11. Consumer Protection, Justice and Safety
12. Public Protection, Justice, and Safety
13. Individual and Family Life
14. Spiritual
15. Rehabilitation
16. Environmental Protection
17. Cultural
18. Clothing and Apparel
19. Formal Education
20. Mental Retardation

A natural break occurred between frequencies of the fifth and sixth areas listed (Recreation, Housing). The five Need/Service areas receiving the most attention are presented below with the types of explanations given for the problems in those areas. (There is no intent to slight the remaining Need/Service areas. Summaries of the other areas will be available to you as soon as possible.)

1. Transportation

   Limited for physical health and maintenance
   Expensive and limited public transportation
   Limited, expensive taxi service
   No transportation outside city limits
   Limited transportation to groceries
   Location of bus station not advantageous

2. Social Security, Retirement benefits, and other financial aid

   Inappropriate administration and laws
   Limited funds available
   Confusion about benefits
   Poor retirement plans other than social security

3. Food and Nutrition

   Lack of free and inexpensive meal services
   Lack of energy and initiative of senior citizens
   Location of grocery stores
   Limited grocery delivery
   Need for nutrition education of senior citizens
   Limited buying power of senior citizens
   Senior citizens living in rooms with no cooking privileges
   Transportation

4. Health (Physical) Maintenance and Care

   Need for help with house cleaning
   Too few home care personnel
   Prohibitive costs of medical care
   Distance and transportation problems
   Limited and inadequate facilities
   Prejudice of the medical profession
   Physicians lack of knowledge about health of senior citizens
   Too few physicians
   Prohibitive costs of drugs
   Limited knowledge on the part of senior citizens
   Confusion of information about available services
   Limited preventive health

5. Recreational

   Limited number of social clubs and social activities
   Too few free opportunities to attend community programs and activities
   Too few craft classes and programs in this area
   Limited leadership in this area
   Limited transportation

Throughout the 53 questionnaires there are many excellent ideas for improving all services to senior citizens. Most of these ideas are presented in categories below.

CLEARINGHOUSE

- County-wide clearinghouse
- Multi-county clearinghouse
- Directory development
- Publication of materials
- Large print information

INFORMATION FOR THOSE WHO WORK WITH OLDER ADULTS

- Aging, psychology, geriatrics, motivation
- Individual counseling, therapy, communication
- Sources of funds
- Getting others involved
- Socialization of the elderly
- Consumer economics
- Crafts, games, hobbies
- On-the-job training
- Clearinghouse information
- Available services and privileges

INFORMATION, ACTIVITY SESSIONS, AND SERVICES FOR THE OLDER ADULT

Information

- Orientation to service agencies
- Legal information (Wills)
- Consumer education
- Welfare information
- Food and nutrition (buying and preparing food, special diets, etc.)
- Health care
- Food stamps
- General lecture series
- Banking and investments
- Growing old, dying, etc.
- Mental health
- Gardening
- Taxes
- Film series
- Budgeting

Activity Sessions

- Field trips
- Crafts
- Swimming
- Physical fitness
- Music
- Shopping trips
- Fishing
- Trips to museums
- Clubs
- Gardening
- Civic and community activity involvement

Group discussions
Playing cards
Matinees
Field trips and excursions

Services

Calling service for those living alone
Companionship
Meals on Wheels
Group meal programs
Mini bus and other transportation equipment
Car pools
Complete development and reorganization of transportation systems

UTILIZATION OF RESOURCES

More volunteers of all kinds
Volunteer training
More family involvement
More trained personnel
Educating community, awareness
Employment for older adults
Foster grandparents for students
More free or reduced tickets to junior college and community activities
Programs by students
Student leaders
More Church group work
Development and sharing of programs by schools
Development and improvement of public transportation
Carpools
Revenue sharing funds
Drop-in centers in shopping centers
People to share hobbies and hobby ideas
School of medicine
Radio and television

SPECIAL PRIVILEGES

More free or guest tickets to junior college, community, activities (gold cards, etc.)
Free or reduced rate transportation (public and private)
Reduced medical and mental health rates scaled for income
Library delivery service: publicity, use, development (talking book machines)
Free checking accounts
Reduced restaurant rates
Discounts in business places
Fishing licenses
Lower room rates
High school activity passes
Discount on golf passes
Reduced tuition
Reduced rates at beauty shops and barber shops
Hot line for older adults

MASS MEDIA

Develop radio programs
Television programs
Regular newsletters
Columns in newspapers
Regularly scheduled programs
Readers on radio and TV
Newspaper publicize programs
Column listing services and programs on weekly basis
Older adults create own programs
Question and answer section in newspaper
Program or articles giving status to elderly
Announcements on Social Security
Articles and programs for community
Articles and programs for families of older adults
Educational TV

INSTITUTIONAL, AGENCY, BUSINESS, AND AREA COOPERATION

City-wide cooperation in all areas
More out-patient focus
Actual efforts to cooperate
Make junior colleges more open to older adults
Clearinghouse
Avoid duplication and splintering
Seminars, conferences and workshops between agencies
Sharing of qualified staff
Use facilities, avoid duplication
Supplemental services, printing, program materials on part of colleges
Research with specific recommendations
Community-wide prevention of problems among older adults
Preparation-for-retirement programs by industry

Below are listed some possible solutions. These are broad solutions but appear appropriate for a large scale project aimed at improving services to older adults. Each solution actually relates to several Need/Service areas.

1. Develop clearinghouses. (Systematic processing and provision of information concerning all services to older adults.)
2. Develop formal and informal education in all areas for older adults, for those who work with older adults, and for the community as a whole. (Most sessions for older adults would be of an informal nature.)
3. Reduce rates for products, services, and activities for older adults.
4. Develop and improve transportation systems to better accommodate older adults.
5. Develop and expand the use of mass media.
6. Develop and improve programs and services for isolated older adults.
7. Organize and train community volunteers.
8. Improve the utilization and availability of health facilities.
9. Develop and expand food and nutrition programs and education.
10. Organize, develop and expand recreational type services and programs to older adults on a community wide basis.

At this point it is appropriate to repeat the purpose of Project Renewal. It is

a. to assess the needs of the older adults

b. to propose programs and services which can be implemented through the cooperation of educational institutions and other community agencies or groups.

PROJECT RENEWAL
Delphi Questionnaire

Part I

Directions: Please read the summary as thoroughly as you can. Now suppose you are an employee of Project Renewal. What would be the first three tasks you would begin to work on? The solutions listed on the previous page recommendations you might make, but please give any you feel are important. The priority listing of Need/Service areas might be helpful to you. (Do not include asking older adults for their opinions because one phase of Project Renewal does that.)

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

Now circle the number preceding any of the ideas you presented which you would be willing to discuss with Project Renewal Staff.

QUESTIONS AND COMMENTS: _____

_____

_____

_____

_____

_____

RETURN THIS PAGE

PART II

SURVEY OF PRESENT SERVICES PROVIDED

1. Name of agency or group _____

2. In which county or counties do you provide services or activities?
   ___Carroll ___DeKalb ___Winnebago ___other
   ___Jo Daviess ___Ogle ___Boone
   ___Stephenson

3. Approximately what area do you serve?
   ___part of town ___one town ___county ___more than one county

4. Are you able to serve all of the older adults who need or desire service?
   ___yes ___no

5. If not, what is the obstacle?
   ___waiting list
   ___transportation
   ___lack of funding for programs
   ___prospect's unawareness of service
   ___agency's inability to identify those in need
   ___need for additional staff training
   ___ _____

6. How does your staff receive its training after employment?
   ___on-the-job, informally
   ___structured orientation by staff
   ___staff meetings
   ___meeting with others "in the field"
   ___lectures, seminars, workshops
   ___college courses
   ___ _____

7. Would further training resources be helpful?
   ___yes ___no

8. If yes, when would further learning experience be convenient?
   ___during daytime ___during evening ___on Saturday

9. Where would further learning experiences be convenient?
   ___in your facility ___elsewhere in community ___community college

10. Following is a list of some service categories. It is an adaption of the United Way of America Social Service Identification System. Please check categories in which your agency or group provides service for older adults. For some specialized agencies, perhaps only one or two sub-categories will apply.

ADEQUATE INCOME
- ___employment services
- ___income insufance
- ___financial aid (continuing
- ___consumer protection and safety
- ___consumer education
- ___financial information
- ___ _____

ENVIRONMENTAL AND MATERIAL NEEDS
- ___food and nutrition
  - ___food stamps
  - ___group meals
  - ___mobile meals
- ___clothing
- ___legal aid
- ___transportation
- ___housing
  - ___rent supplements
  - ___public housing
  - ___assistance in housing search
- ___environmental protection and enrichment
- ___ _____

OPTIMAL HEALTH
- ___public health nursing
- ___community health education
- ___community clinic
- ___home health care
- ___medical supplies and equipment
- ___medical care services
- ___mental health maintenance and care
- ___psychiatric treatment
- ___transitional care
- ___alcoholism program
- ___drug dependence program
- ___rehabilitation

ADEQUATE KNOWLEDGE AND SKILLS
- ___formal education
- ___informal education
  - ___information-type sessions
  - ___hobby-type sessions

OPTIMAL PERSONAL & SOCIAL ADJUSTMENT & DEVELOPMENT
- ___counseling
- ___homemaker
- ___day care (for older adults)
- ___foster home care (for older adults)
- ___group home (for older adults)
- ___crisis intervention
- ___cultural enrichment
- ___supportive service
  - ___retirement preparation
  - ___friendly visiting
  - ___daily telephone check
  - ___emergency help
- ___recreation
- ___entertainment

RETURN THIS PAGE

A P P E N D I X C

Delphi Technique

1. Delphi Technique Background
2. Delphi Respondents: Highland District
3. Delphi Respondents: Kishwaukee District
4. Delphi Respondents: Rock Valley District
5. Delphi Questionnaire I: Cover Letter

6 - 11. Delphi Questionnaire I: Copy

12. Delphi Questionnaire II: Cover Letter

13 - 18. Delphi Questionnaire I: Preliminary Summary

13 - 19. Delphi Questionnaire II: Copy

20. Delphi II Enclosure: Survey of Present Services and In-Service Training

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DELPHI RESPONDENTS

Rock Valley District

Rev. Tony Hawkins
Chairman
Boone County Council on Aging
Belvidere, Illinois

Frank Parrino
Superintendent
Educational Service Region
Rockford, Illinois

John Oksnevad
Administrator
Medina Nursing Home
Durand, Illinois

Ralph F. Schroeder
Director
Protestant Community Services
Rockford, Illinois

William A. Schrader
President
American Association of Retired Persons
Rockford, Illinois

Daniel Timko
Director of Adult Continuing Education
Rock Valley College
Rockford, Illinois

Gary Swenson
Director
Agency on Aging
Northwestern Illinois Area
Rockford, Illinois

Rev. Dale Johnson
Director
Senior Citizens Nutrition Program
Rockford, Illinois

Mrs. Connie Maris
Program Director
Rockford Housing Authority
Rockford, Illinois

Fred Shell
President
Winnebago-Boone Retired Teachers
Rockford, Illinois

Mrs. Jane Weant, R.N.
Geriatric Transfer Coordinator
Illinois Department of Public Health
Rockford, Illinois

Peter Perrecone
Supervisor
Rockford Township
Rockford, Illinois

Rev. Ellwood Peterson
Gloria Dei Lutheran Church
Rockford, Illinois

Mrs. Esther Edgren
Assistant Director
Ken Rock Community Center
Rockford, Illinois

Oscar Blackwell
Director
Booker Washington Center
Rockford, Illinois

Armando Cardenas
Director
Spanish Speaking Social Services
Rockford, Illinois

Rev. Claire Hewitt
First Methodist Church
Pecatonica, Illinois

Mrs. Mary Siebold
Director
Project Find
Rockford, Illinois

Project Renewal

...striving to serve the elderly through interinstitutional cooperation.

• HIGHLAND COMMUNITY COLLEGE • NORTHERN ILLINOIS UNIVERSITY

• KISHWAUKEE COMMUNITY COLLEGE • ROCK VALLEY COLLEGE

March 28, 1973

Dear Friend,

Thank you for agreeing to participate in Project Renewal, the feasibility study designed to assess the needs of senior citizens in terms of programs and services with special focus on the role of educational institutions. As you may know, this study is supported by Kishwaukee College (Malta), Highland Community College (Freeport), Rock Valley College (Rockford), and Northern Illinois University (DeKalb). These institutions anticipate future funding to underwrite programs and services to senior citizens. The Project Staff intends to build upon the excellent services that have already been begun. It is also our intent, in joint efforts with you, to promote further inter-institutional cooperation and community involvement.

Because you are actively contributing to the community, you have been selected to provide input into this important project. Opinions of active citizens like you are considered most important to the decisions made for this project. The tool we will be using to collect opinions is the Delphi technique. The Delphi technique is basically defined as a method for the systematic solicitation and collation of informed judgments on a particular topic.

Here is an overview of the procedures for our Delphi. For Round I, you will be handed this letter and the accompanying Questionnaire I. You are asked to read the directions carefully before completing Questionnaire I. All Round I Questionnaires will be collected and the responses will be summarized. For Round II, you will receive the summary of the responses of Round I along with Questionnaire II asking for your opinions concerning the summarized responses. It is possible that a third questionnaire will be used. Although no individuals will be identified by responses, your name is necessary for processing purposes. At the completion of the feasibility study, you will receive a list of respondents, a summary of the Delphi results, and other information about this project.

If you have any questions, please contact me. Again, thank you for agreeing to participate in this project.

Sincerely,

Sandra Locke

Sandra Locke
Project Director
c/o Adult Education
Rock Valley College
Rockford, Illinois 61101
(815) 226-3709

Name _____

PROJECT RENEWAL
Delphi Questionnaire I, Part 1.

Directions: Please read through the following list of need/service areas for senior citizens. Then, in the space provided in the middle, check ( ) the need/service areas where you think added or improved services are very much needed by the senior citizens in your area. In the spaces at the right, explain your reason for checking each area. Be specific as to the problem, locations, groups involved, etc. If you feel there are areas omitted, please add them at the end of Part 1.

Need/Service Areas	Definite Needs	Specific Problems, Locations, Groups, etc.
I. Adequate income and economic opportunity		
A. Employment	A. _____	A. _____
B. Social Security, retirement benefits, and other finanical aid.	B. _____	B. _____
C. Consumer protection and safety.	C. _____	C. _____
II. Environmental conditions and basic material needs.		
A. Food and nutrition	A. _____	A. _____
B. Clothing and apparel	B. _____	B. _____
C. Housing	C. _____	C. _____
D. Transportation	D. _____	D. _____

Need/Service Areas	Definite Needs	Specific Problems, Locations, Groups, etc.
E. Public protection justice, and safety	E.	E.
F. Environmental protection	F.	F.
III. Health		
A. Health (physical) maintenance and care	A.	A.
B. Mental health maintenance and care	B.	B.
C. Mental retardation	C.	C.
D. Rehabilitation	D.	D.
IV. Knowledge and skills		
A. Formal education	A.	A.
B. Informal education	B.	B.
V. Personal and social adjustments and developments		
A. Individual and family life	A.	A.

Need/Service Areas	Definite Needs	Specific Problems, Locations, Groups, etc.
B. Social adjustment, social development and social usefulness	B.	B.
C. Cultural	C.	C.
D. Spiritual	D.	D.
E. Recreational	E.	E.

VI. Other

A.	A.	A.
B.	B.	B.
C.	C.	C.

Delphi Questionnaire I, Part 2.

Directions: Please answer the following questions being as specific as possible. The purpose of this questionnaire is to collect opinions, so express yourself freely.

1. In your opinion, what do senior citizens wish they knew more about? _____

2. What learning experiences, that are not already offered, could be offered for senior citizens by the institutions in your area?

	Learning Experience	Institution
1.		
2.		
3.		
4.		

3. What do those who work with the elderly wish they knew more about? _____

_____

4. What learning experiences that are not currently offered could be offered for those who work with the elderly in your area?

	Learning Experience	Institution
1.		
2.		
3.		
4.		

5. If you work with an institution or an agency that serves the elderly, what would help you and your co-workers serve senior citizens better? _____

_____

6. What are the major limitations that prevent the provision of better services to senior citizens in your area?

_____

_____

7. In your area, what improvements could be made in inter-institutional and/or inter-agency cooperation in services to senior citizens? _____

_____

8. What services might be provided by the college(s) in your area to foster inter-institutional and/or inter-agency cooperation in providing services to senior citizens?

	Service	College
1.		
2.		
3.		
4.		

9. Please list resources in your area which, in your opinion, could be used (or used more adequately) in providing services to senior citizens.

1) _____ 2) _____ 3) _____

4) _____ 5) _____ 6) _____

10. With respect to services for senior citizens, could more effective use be made of the mass media in your area?

Yes _____ No _____ If yes, please make suggestions. _____

_____

_____

11. Please list any special privileges currently provided for senior citizens in your area (buss passes, free meals, etc.).

1) _____ 2) _____ 3) _____

4) _____ 5) _____ 6) _____

12. List any special privileges which could be provided for senior citizens in your area.

	Privilege	Agency/Institution/Other
1.		
2.		
3.		
4.		

13. Do directories of services for senior citizens exist in your area? YES _____ NO _____
If yes, are they used adequately? YES _____ NO _____
Please make any suggestions you have concerning the directories and/or their use. _____

14. Do you feel that senior citizens in your area know where to go for help? YES _____ NO _____

Suggestions? _____

15. Now that you have read through Questionnaire I, are there any concerns you have about senior citizens that we have not considered?

16. Are you yourself 60 years or older? YES _____ NO _____

17. Questions: _____

18. Comments: _____

19. One segment from whom we would like to obtain opinions is the isolated, older adult who tends not to participate. If you know of such persons who might be willing to answer one questionnaire please list them below.

1. NAME _____ MAILING ADDRESS _____ PHONE _____
2. NAME _____ MAILING ADDRESS _____ PHONE _____
3. NAME _____ MAILING ADDRESS _____ PHONE _____
4. NAME _____ MAILING ADDRESS _____ PHONE _____

Project Renewal

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Dear Friend,

It is time for the second round of the Delphi technique for Project Renewal. Even though the first questionnaire was lengthy and difficult for many respondents, the information collected from it is valuable in the interest of improving services to senior citizens. A partial SUMMARY of that information is provided for you to keep. Following the collation of the questionnaires from the second round, you will receive a more comprehensive summary.

Many of you have expressed interest in finding out what the senior citizens themselves think about their needs. Included with the final summary will be information obtained from senior citizens. A questionnaire was prepared especially for them.

You will be pleased to note that Questionnaire II is much shorter and requires less time. Please read the directions carefully before completing the questionnaire.

Thank you again for your help. We realize that you are busy, and we appreciate your sharing time with us. If you have any questions, please contact me or your Project Renewal coordinator.

Sincerely,

Sandra Locke

Sandra Locke
Project Renewal Director
c/o Adult Education
Rock Valley College
Rockford, Illinois 61101

SUMMARY

PROJECT RENEWAL, Delphi Questionnaire I — March/April 1973
Highland, Kishwaukee, & Rock Valley Community Colleges
and Northern Illinois University
53 Respondents

For Round I of the Delphi Technique for Project Renewal, 57 questionnaires were distributed to selected respondents in the Kishwaukee, Rock Valley, and Highland community college districts. 53 questionnaires were returned. Of the 53 respondents, eleven are older adults who work with other older adults. A crisis prevented one person from responding. Three persons returned blank questionnaires with letters that expressed the belief that most needs of older adults are being met.

For Part I of Questionnaire I, Need/Service Areas were presented categorically and respondents were asked to check and give explanations for areas where added or improved services are very much needed by senior citizens. The following Need/Service areas are listed according to the frequencies of checks and explanations given on Delphi Questionnaire I. Transportation received the most checks and explanations and Mental Retardation received the least attention. Responses from the three community college districts did not differ significantly from district to district.

1. Transportation
2. Social Security, Retirement Benefits, and Other Financial Aid
3. Food and Nutrition
4. Health (Physical) Maintenance and Care
5. Recreational
6. Housing
7. Informal Education
8. Social Adjustment, Social Development and Social Usefulness
9. Employment
10. Mental Health, Maintenance and Care
11. Consumer Protection, Justice and Safety
12. Public Protection, Justice, and Safety
13. Individual and Family Life
14. Spiritual
15. Rehabilitation
16. Environmental Protection
17. Cultural
18. Clothing and Apparel
19. Formal Education
20. Mental Retardation

A natural break occurred between frequencies of the fifth and sixth areas listed (Recreation, Housing). The five Need/Service areas receiving the most attention are presented below with the types of explanations given for the problems in those areas. (There is no intent to slight the remaining Need/Service areas. Summaries of the other areas will be available to you as soon as possible.)

1. Transportation

   Limited for physical health and maintenance
   Expensive and limited public transportation
   Limited, expensive taxi service
   No transportation outside city limits
   Limited transportation to groceries
   Location of bus station not advantageous

2. Social Security, Retirement benefits, and other financial aid

   Inappropriate administration and laws
   Limited funds available
   Confusion about benefits
   Poor retirement plans other than social security

3. Food and Nutrition

   Lack of free and inexpensive meal services
   Lack of energy and initiative of senior citizens
   Location of grocery stores
   Limited grocery delivery
   Need for nutrition education of senior citizens
   Limited buying power of senior citizens
   Senior citizens living in rooms with no cooking privileges
   Transportation

4. Health (Physical) Maintenance and Care

   Need for help with house cleaning
   Too few home care personnel
   Prohibitive costs of medical care
   Distance and transportation problems
   Limited and inadequate facilities
   Prejudice of the medical profession
   Physicians lack of knowledge about health of senior citizens
   Too few physicians
   Prohibitive costs of drugs
   Limited knowledge on the part of senior citizens
   Confusion of information about available services
   Limited preventive health

5. Recreational

   Limited number of social clubs and social activities
   Too few free opportunities to attend community programs and activities
   Too few craft classes and programs in this area
   Limited leadership in this area
   Limited transportation

Throughout the 53 questionnaires there are many excellent ideas for improving all services to senior citizens. Most of these ideas are presented in categories below.

CLEARINGHOUSE

- County-wide clearinghouse
- Multi-county clearinghouse
- Directory development
- Publication of materials
- Large print information

INFORMATION FOR THOSE WHO WORK WITH OLDER ADULTS

- Aging, psychology, geriatrics, motivation
- Individual counseling, therapy, communication
- Sources of funds
- Getting others involved
- Socialization of the elderly
- Consumer economics
- Crafts, games, hobbies
- On-the-job training
- Clearinghouse information
- Available services and privileges

INFORMATION, ACTIVITY SESSIONS, AND SERVICES FOR THE OLDER ADULT

Information

- Orientation to service agencies
- Legal information (Wills)
- Consumer education
- Welfare information
- Food and nutrition (buying and preparing food, special diets, etc.)
- Health care
- Food stamps
- General lecture series
- Banking and investments
- Growing old, dying, etc.
- Mental health
- Gardening
- Taxes
- Film series
- Budgeting

Activity Sessions

- Field trips
- Crafts
- Swimming
- Physical fitness
- Music
- Shopping trips
- Fishing
- Trips to museums
- Clubs
- Gardening
- Civic and community activity involvement

Group discussions
Playing cards
Matinees
Field trips and excursions

Services

Calling service for those living alone
Companionship
Meals on Wheels
Group meal programs
Mini bus and other transportation equipment
Car pools
Complete development and reorganization of transportation systems

UTILIZATION OF RESOURCES

More volunteers of all kinds
Volunteer training
More family involvement
More trained personnel
Educating community, awareness
Employment for older adults
Foster grandparents for students
More free or reduced tickets to junior college and community activities
Programs by students
Student leaders
More Church group work
Development and sharing of programs by schools
Development and improvement of public transportation
Carpools
Revenue sharing funds
Drop-in centers in shopping centers
People to share hobbies and hobby ideas
School of medicine
Radio and television

SPECIAL PRIVILEGES

More free or guest tickets to junior college, community, activities (gold cards, etc.)
Free or reduced rate transportation (public and private)
Reduced medical and mental health rates scaled for income
Library delivery service: publicity, use, development (talking book machines)
Free checking accounts
Reduced restaurant rates
Discounts in business places
Fishing licenses
Lower room rates
High school activity passes
Discount on golf passes
Reduced tuition
Reduced rates at beauty shops and barber shops
Hot line for older adults

MASS MEDIA

Develop radio programs
Television programs
Regular newsletters
Columns in newspapers
Regularly scheduled programs
Readers on radio and TV
Newspaper publicize programs
Column listing services and programs on weekly basis
Older adults create own programs
Question and answer section in newspaper
Program or articles giving status to elderly
Announcements on Social Security
Articles and programs for community
Articles and programs for families of older adults
Educational TV

INSTITUTIONAL, AGENCY, BUSINESS, AND AREA COOPERATION

City-wide cooperation in all areas
More out-patient focus
Actual efforts to cooperate
Make junior colleges more open to older adults
Clearinghouse
Avoid duplication and splintering
Seminars, conferences and workshops between agencies
Sharing of qualified staff
Use facilities, avoid duplication
Supplemental services, printing, program materials on part of colleges
Research with specific recommendations
Community-wide prevention of problems among older adults
Preparation-for-retirement programs by industry

Below are listed some possible solutions. These are broad solutions but appear appropriate for a large scale project aimed at improving services to older adults. Each solution actually relates to several Need/Service areas.

1. Develop clearinghouses. (Systematic processing and provision of information concerning all services to older adults.)

2. Develop formal and informal education in all areas for older adults, for those who work with older adults, and for the community as a whole. (Most sessions for older adults would be of an informal nature.)

3. Reduce rates for products, services,and activities for older adults.

4. Develop and improve transportation systems to better accommodate older adults.

5. Develop and expand the use of mass media.

6. Develop and improve programs and services for isolated older adults.

7. Organize and train community volunteers.

8. Improve the utilization and availability of health facilities.

9. Develop and expand food and nutrition programs and education.

10. Organize, develop and expand recreational type services and programs to older adults on a community wide basis.

At this point it is appropriate to repeat the purpose of Project Renewal. It is

a. to assess the needs of the older adults

b. to propose programs and services which can be implemented through the cooperation of educational institutions and other community agencies or groups.

PROJECT RENEWAL
Delphi Questionnaire

Part I

Directions: Please read the summary as thoroughly as you can. Now suppose you are an employee of Project Renewal. What would be the first three tasks you would begin to work on? The solutions listed on the previous page recommendations you might make, but please give any you feel are important. The priority listing of Need/Service areas might be helpful to you. (Do not include asking older adults for their opinions because one phase of Project Renewal does that.)

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

Now circle the number preceding any of the ideas you presented which you would be willing to discuss with Project Renewal Staff.

QUESTIONS AND COMMENTS: _____

_____

_____

_____

_____

_____

RETURN THIS PAGE

PART II

SURVEY OF PRESENT SERVICES PROVIDED

1. Name of agency or group_____

2. In which county or counties do you provide services or activities?
___Carroll ___DeKalb ___Winnebago ___other
___Jo Daviess ___Ogle ___Boone
___Stephenson

3. Approximately what area do you serve?
___part of town ___one town ___county ___more than one county

4. Are you able to serve all of the older adults who need or desire service?
___yes ___no

5. If not, what is the obstacle?
___waiting list
___transportation
___lack of funding for programs
___prospect's unawareness of service
___agency's inability to identify those in need
___need for additional staff training
___ _____

6. How does your staff receive its training after employment?
___on-the-job, informally
___structured orientation by staff
___staff meetings
___meeting with others "in the field"
___lectures, seminars, workshops
___college courses
___ _____

7. Would further training resources be helpful?
___yes ___no

8. If yes, when would further learning experience be convenient?
___during daytime ___during evening ___on Saturday

9. Where would further learning experiences be convenient?
___in your facility ___elsewhere in community ___community college

10. Following is a list of some service categories. It is an adaption of the United Way of America Social Service Identification System. Please check categories in which your agency or group provides service for older adults. For some specialized agencies, perhaps only one or two sub-categories will apply.

ADEQUATE INCOME
___employment services
___income insurance
___financial aid (continuing
___consumer protection and safety
___consumer education
___financial information
___ _____

ENVIRONMENTAL AND MATERIAL NEEDS
___food and nutrition
___food stamps
___group meals
___mobile meals
___clothing
___legal aid
___transportation
___housing
___rent supplements
___public housing
___assistance in housing search
___environmental protection and enrichment
___ _____

OPTIMAL HEALTH
___public health nursing
___community health education
___community clinic
___home health care
___medical supplies and equipment
___medical care services
___mental health maintenance and care
___psychiatric treatment
___transitional care
___alcoholism program
___drug dependence program
___rehabilitation

ADEQUATE KNOWLEDGE AND SKILLS
___formal education
___informal education
___information-type sessions
___hobby-type sessions

OPTIMAL PERSONAL & SOCIAL ADJUSTMENT & DEVELOPMENT
___counseling
___homemaker
___day care (for older adults)
___foster home care (for older adults)
___group home (for older adults)
___crisis intervention
___cultural enrichment
___supportive service
___retirement preparation
___friendly visiting
___daily telephone check
___emergency help
___recreation
___entertainment

RETURN THIS PAGE

A P P E N D I X D

Other Forms

1. Individual Questionnaire for Older Adults: Cover Letter
2. Individual Questionnaire for Older Adults: Copy
3. Survey of Present Services and In-Service Training (See C-20)

Project Renewal

...striving to serve the elderly through interinstitutional cooperation.

• HIGHLAND COMMUNITY COLLEGE • NORTHERN ILLINOIS UNIVERSITY
• KISHWAUKEE COMMUNITY COLLEGE • ROCK VALLEY COLLEGE

April 1973

Dear Friend,

Thank you for your cooperation with Project Renewal. Project Renewal is a study being made by four colleges: Highland (Freeport), Kishwaukee (Malta), Rock Valley (Rockford), and Northern Illinois University (DeKalb). The purpose of the study is to answer these questions: How can the community college better serve the older adult? If the four colleges join efforts among themselves and with others, how can they serve the older adult still better?

The Questionnaire that you answer will help us learn what you need or care about most. We believe that a generation which helped build the community deserves to share in its activities.

Sincerely,

Sandra Locke

Sandra Locke
Project Director
c/o Adult Education
Rock Valley College
Rockford, Illinois 61101
(815) 226-3709

SL:pk

QUESTIONNAIRE

TOWN WHICH YOU LIVE IN OR NEAR_____

1. WHAT COUNTY DO YOU LIVE IN?

___Boone ___Jo Daviess ___Winnebago

___Carroll ___Ogle ___Other

___DeKalb ___Stephenson

2. WHAT IS YOUR AGE?

___55-59 ___60-64 ___65-69 ___70-74 ___75-79 ___80-84 ___85 or older

3. WHAT IS YOUR SEX?

___Male ___Female

4. WHICH OF THESE BEST DESCRIBES YOUR EDUCATION?

___Attended grade school ___Attended high school ___Attended college

___Graduated grade school ___Graduated high school ___Graduated college

5. WHERE DO YOU LIVE?

___in the country ___in a town 5,001-10,000 ___in a town larger than 25,000

___in a town or less than 5,000 ___in a town 10,000-25,000

6. WHAT KIND OF PLACE DO YOU LIVE IN?

___High rise ___Relative's home or apartment ___Other group home

___My own apartment or home ___Nursing home ___Other: Please name

_____

7. HOW MUCH TIME DO YOU SPEND WITH FAMILY OR FRIENDS?

___Most ___Some ___Now and then ___Hardly any

8. HOW OFTEN DO YOU TAKE PART IN GROUP ACTIVITIES?

___Daily ___Weekly ___Monthly ___Now and then ___Hardly at all

9. IF PUBLIC TRANSPORTATION WERE AVAILABLE WHEN YOU NEEDED IT, WHEN WOULD YOU USE IT?

___Weekdays ___Weekday evenings ___Saturday ___Saturday evenings

___Sunday

10. WHAT WOULD YOU LIKE TO LEARN MORE ABOUT?

_____ _____

_____ _____

_____ _____

_____ _____

11. IF TRANSPORTATION WERE NOT A PROBLEM, WHERE WOULD YOU LIKE TO MEET TO TALK ABOUT THE THINGS YOU LISTED IN NO. 10?

___Local School ___Community Center ___Community College

___Church ___Drop-in Center ___University

___Public Library ___High-rise Center ___Nursing Home

___Someone's Home

12. WOULD TRANSPORTATION BE A PROBLEM IF YOU MET IN THE PLACE YOU MARKED IN NO. 11?

___Yes ___No

13. WHICH WOULD BE THE EASIEST FOR YOU TO REACH?

___Local School ___Community Center ___Community College

___Church ___Drop-in Center ___University

___Public Library ___High-rise Center ___Nursing Home

___Someone's Home

14. IN WHAT WAY WOULD YOU LIKE TO LEARN MORE ABOUT THE THINGS THAT INTEREST YOU?

___Meeting with other older adults ___Reading

___Meeting with a mixed age group ___Radio

___Television

15. IF YOU COULD PARTICIPATE IN ANY ACTIVITY YOU WANTED TO, WHAT WOULD IT BE?

_____ _____

_____ _____

_____ _____

16. WHAT ENTERTAINMENT OR SOCIAL ACTIVITIES DO YOU ENJOY?

_____ _____

_____ _____

_____ _____

17. DO YOU USE THE PUBLIC LIBRARY?

____Yes ____No

18. HOW COULD THE LIBRARY BE MORE USEFUL TO YOU?

_____

_____

19. HOW COULD THE NEWSPAPER, RADIO, AND TELEVISION BE MORE HELPFUL TO YOU?

Newspaper_____

Radio_____

Television_____

20. ONE GROUP WHOSE FEELINGS WE ALSO WANT TO KNOW ABOUT ARE OLDER ADULTS LIVING ALONE WHO DO NOT USUALLY TAKE PART IN GROUP ACTIVITIES. PLEASE NAME SOME OF THESE PERSONS THAT YOU MAY KNOW OF:

Name	Address	Phone
_____	_____	_____
_____	_____	_____
_____	_____	_____

MARK AN X IN FRONT OF THE THINGS THAT YOU NEED HELP WITH OR WISH YOU KNEW MORE ABOUT.

21. FORMAL EDUCATION

__Grade School Diploma

__High School Diploma

__2 Year College Degree

__4 Year College Degree

__Graduate Work

__Post Graduate Work

__Attending High School Classes without being graded

__Attending College Classes without being graded

__Sharing some things that I know or can do with a Class

22. INFORMAL LEARNING:

___How to use the Public Library

___Insurance

___Taxes

___Loans

___Savings and Checking Accounts

___Buyer's Information

___Special Diets

___More nutritrious Meals

___Repairing and Making Clothes

___How to find help if I have a problem

___How to Make Home repairs

___How to avoid being cheated on Home Improvements

___How to sell my Home

___Paying for a Home by Mortgage or Contract

___Being evicted

___How to write a Will

___How to care for a Car

___The Aging Process

___Feelings about aging

___Mourning the Death of a loved one

___Feelings about death

___How to Register to vote

___How to be a better informed voter

___How to influence officials

MARK AN X IN FRONT OF THE THINGS THAT YOU NEED HELP WITH OR WISH YOU KNEW MORE ABOUT.

23. PERSONAL AND SOCIAL AREAS

___Getting along with my family

___Counseling for a member of my family

___Help in cooking and cleaning chores that I am not able to do

___Getting into a group home for older adults

___Preparing for retirement

___Someone to visit me

___Daily phone call by someone who makes sure I am all right

24. RECREATIONAL

___Recreation I can take part in

___Recreation I can watch

25. CULTURAL

___Attending concerts and plays, visiting art museums, etc.

___Taking part in music, drama, art

___Understanding music, drama, and art better

26. SPIRTUAL

___Group worship

___Personal spiritual activity

27. ORGANIZATION

___How to become a volunteer in the community

___How to start a small business

___Where to complain about being refused housing because of my age

___Where to complain about being refused housing because of my age

28. EMPLOYMENT

___Finding a job

___Training for a job

___Getting certified to work because I am not a citizen

___Finding a job I can do in my own home

29. INCOME PROTECTION

___Medicare

___Unemployment benefits

___Workman's compensation

___Railroad worker's insurance

___Disability benefits

___Pension information

30. FINANCIAL AID

___Old age assistance

___Emergency assistance

___General assistance

31. BUYER's PROTECTION

___How to get more for my money and how to avoid being cheated

___Who to tell when I think I have been cheated

32. FOOD AND NUTRITION

___Food stamps

___Going to a place where I can eat with others

___"Meals on Wheeels" (Delivery of meals to the home)

33. CLOTHING

___Buying good used clothing

34. HOUSING

___Help in meeting my rent payments

___Getting into public housing

___Find a home or apartment to live in

35. TRANSPORTATION

___to job

___to medical appointments

___to shop

___to visit friends

___to church

___to get food stamps

___to do other business errands

___to educational events

___to entertainment

___to community events

36. PUBLIC JUSTICE AND SAFETY

___Legal aid

___Crime prevention

37. SURROUNDINGS

___Cleaner air

___Less noise

38. HEALTH

___Health education

___Community clinics

___Home Health Care

___Medical supplies and equipment

___Treatment for alcoholism

___Treatment for dependence on drugs

___Special help because of a handicap

39. NOW THAT YOU HAVE READ THE QUESTIONS, PLEASE WRITE ANYTHING ELSE YOU THINK IS IMPORTANT.

_____

_____

_____

_____

_____

_____

A P P E N D I X E

Data

1 - 4. Individual Questionnaire for Older Adults: Total Profile and College District Profiles

5. Individual Questionnaire for Older Adults: Areas of Interest

6. Survey of Present Services for Older Adults

7. Survey of In-Service Training for Agencies Serving Older Adults

8 - 9. Adult Continuing Education Classes in Which Older Adults Enrolled

RESPONSES TO INDIVIDUAL QUESTIONNAIRE
FOR OLDER ADULTS

HCC = Highland Community College District
KC = Kishwaukee College District
RVC = Rock Valley College District
( ) = Sample

CATEGORIES	(241) TOTAL	(21) HCC	(109) KC	(111) RVC
AGE				
55-59	5%	9%	6%	3%
60-64	6%	9%	6%	5%
65-69	25%	24%	25%	25%
70-74	25%	5%	25%	27%
75-79	24%	24%	24%	25%
80-84	8%	24%	6%	7%
85 or older	5%	5%	7%	4%
No Response	1%*	0%	1%	4%
SEX				
Male	29%	24%	13%	45%
Female	68%	76%	82%	52%
No Response	3%	0%	5%	3%
EDUCATION				
Attended Grade School	18%	38%	23%	10%
Graduated Grade School	19%	19%	18%	19%
Attended High School	24%	14%	19%	31%
Graduated High School	20%	19%	18%	23%
Attended College	10%	10%	11%	8%
Graduated College	7%	0%	8%	7%
No Response	2%	0%	3%	2%
URBANNESS				
Country	10%	5%	10%	11%
Town less than 5,000	13%	81%	11%	2%
5,001-10,000	15%	5%	25%	6%
10,001-25,000	19%	10%	14%	25%
25,000+	44%	0%	40%	56%
No Response	0%	0%	0%	0%
DWELLING				
Own Home/Apt.	49%	76%	28%	64%
Relative's Home/Apt.	7%	5%	2%	13%
High Rise	34%	0%	55%	19%
Other Group Home	4%	0%	8%	0%
Other	3%	19%	1%	2%
No Response	3%	0%	6%	2%

*Sub-Category totals may vary from 100% because of a) rounding or b) multiple responses.

Responses To Individual Questionnaire Continued

CATEGORIES	(241) TOTAL	(21) HCC	(109) KC	(111) RVC
SOCIAL CONTACTS				
Most	29%	43%	19%	36%
Some	38%	52%	42%	31%
Now and Then	21%	0%	23%	23%
Hardly Any	6%	5%	3%	10%
No Response	6%	0%	13%	0%
ACTIVITIES				
Daily	11%	0%	19%	5%
Weekly	37%	33%	35%	38%
Monthly	17%	29%	13%	20%
Now and Then	17%	14%	14%	20%
Hardly at All	12%	10%	13%	13%
No Response	6%	14%	6%	4%
PUBLIC TRANSPORTATION NEEDED				
Weekdays	52%	48%	56%	49%
Weekday Eve.	3%	0%	3%	4%
Saturday	6%	9%	1%	10%
Saturday Eve.	1%	0%	0%	3%
Sunday	7%	5%	13%	2%
No Response	30%	38%	27%	32%
INTERESTS IN LEARNING				
No Responses	56%	28%	57%	60%
1 or 2 Responses	39%	67%	36%	36%
3 or More Responses	5%	5%	7%	4%
SITE PREFERENCE				
Local School	13%	0%	2%	27%
Church	23%	14%	17%	31%
Hi-Rise Center	17%	0%	30%	7%
Drop-In-Center	8%	28%	10%	2%
Community Center	5%	38%	0%	4%
Public Library	2%	10%	1%	2%
Nursing Home	1%	0%	1%	2%
Community College	.4%	0%	0%	2%
University	0%	0%	0%	0%
Someone's Home	0%	0%	0%	0%
No Response	30%	10%	39%	23%
MOBILITY: Transportation Problem if met @ Site Preference				
No	47%	33%	41%	54%
Yes	22%	57%	17%	20%
No Response	32%	10%	41%	26%

Responses To Individual Questionnaire Continued

CATEGORIES	(241) TOTAL	(21) HCC	(109) KC	(111) RVC
ACCESSIBILITY				
Local School	16%	5%	5%	30%
Hi-Rise Center	19%	0%	35%	5%
Church	17%	9%	13%	24%
Drop-In-Center	7%	29%	8%	2%
Community Center	6%	43%	1%	4%
Public Library	2%	0%	1%	3%
Nursing Home	.4%	0%	1%	0%
Community College	0%	0%	0%	0%
University	0%	0%	0%	0%
Someone's Home	0%	0%	0%	0%
No Response	32%	14%	36%	32%
LEARNING METHOD				
Meet With Other Older Adults	35%	52%	26%	40%
Meet With Mixed Age Group	33%	38%	31%	34%
Television	6%	0%	8%	5%
Reading	5%	10%	6%	4%
Radio	2%	0%	4%	2%
No Response	18%	0%	25%	15%
INTERESTS IN ACTIVITIES				
No Responses	51%	28%	49%	58%
1 or 2 Responses	41%	42%	41%	40%
3 or More Responses	8%	28%	10%	2%
INTERESTS IN SOCIAL ACTIVITIES/ENTERTAINMENT				
No Responses	38%	19%	39%	40%
1 or 2 Responses	45%	62%	39%	48%
3 or More Responses	17%	19%	22%	12%
DO YOU USE PUBLIC LIBRARY				
No	82%	90%	93%	69%
Yes	18%	10%	7%	31%
COULD MEDIA BE MORE USEFUL TO YOU				
Yes	43%	57%	37%	46%
No	57%	43%	63%	54%
FORMAL EDUCATION INTEREST				
Sharing Things I Know With A Class	26%	38%	15%	29%
Attend College Classes Without Grade	7%	10%	5%	8%
Grade School Diploma	4%	10%	5%	2%
High School Diploma	1%	0%	2%	0%
Two-Year College Degree	1%	0%	2%	0%
Graduate Work	1%	0%	1%	2%
Post Graduate Work	1%	0%	2%	0%

Responses To Individual Questionnaire Continued

CATEGORIES	(241) TOTAL	(21) HCC	(109) KC	(111) RVC
INFORMAL LEARNING				
Ins., Tax, Loans, Etc.	31%	33%	17%	45%
How To Find Help	23%	52%	17%	23%
Spec. Diets/Nutrition	22%	38%	23%	19%
Home Improvements	18%	43%	7%	23%
Aging Process/Feelings	16%	19%	12%	19%
Eviction/Wills	13%	24%	11%	14%
Death/Feelings	12%	38%	5%	14%
Voting	12%	29%	15%	5%
Repair/Making Clothes	10%	24%	12%	5%
Car Care	7%	10%	6%	8%
Using Public Library	5%	24%	4%	3%
PERSONAL AND SOCIAL AREAS				
Recreation	44%	10%	50%	44%
Income Protection	42%	43%	40%	44%
Cultural Activities	36%	38%	29%	41%
Spiritual Activities	36%	14%	48%	28%
Transportation	34%	38%	39%	28%
Buyer's Protection	29%	24%	22%	38%
Financial Aid	26%	19%	18%	34%
Eating With Others	23%	19%	26%	19%
Help With Household	19%	14%	17%	23%
Surroundings	13%	10%	17%	14%
Employment	11%	24%	9%	10%
Daily Call	10%	14%	9%	10%
Someone To Visit Me	10%	19%	6%	13%
Meals On Wheels	9%	14%	6%	11%
Legal Aid	7%	14%	8%	5%
Being Community Volunteer	7%	5%	8%	5%
Food Stamps	6%	14%	4%	6%
Finding Home/Apt.	6%	5%	3%	9%
Family Relations	6%	10%	4%	7%
Getting in Group Home	5%	10%	8%	1%
Clothing	5%	10%	6%	4%
Rent Payments	5%	5%	3%	7%
Preparing To Retire	5%	5%	3%	6%
Public Housing	3%	5%	1%	5%
Being Refused Housing	3%	0%	4%	3%
Family Counseling	2%	5%	3%	2%
Start Small Business	2%	0%	3%	2%
HEALTH				
Home Health Care	7%	10%	4%	11%
Health Education	7%	5%	5%	10%
Community Clinics	7%	0%	10%	5%
Medical Supplies/Equipment	.4%	10%	4%	4%
Spec. Treat. Handicap	1%	0%	2%	0%
Alcoholism Treatment	.4%	0%	0%	1%
Drug Dep. Treatment	0%	0%	0%	0%

AREAS OF INTEREST*

Among Older Adults

	%	Freq.
Recreation	44%	106
Income protection	42%	102
Cultural activities	36%	86
Spiritual activities	36%	86
Transportation	34%	82
Insurance, taxes, loans	31%	75
Buyer's protection	29%	71
Financial aid	26%	62
How to find help w/problems	23%	55
Eating with others	23%	55
Special diets,nutrition	22%	54
Help w/household chores	19%	46
Home improvement	18%	43
Aging process	16%	38
Surroundings, environment	15%	37
Eviction, wills	13%	32
Feelings about death	12%	28
Voting	12%	28
Employment	11%	26
Daily phone call	10%	24
Someone to visit me	10%	24
Repair/making clothes	10%	23
Meals on wheels	9%	22
Home health care	7%	18
Legal Aid	7%	17
Health education	7%	17
Car Care	7%	17
Being volunteer	7%	16
Community clinics	7%	16
Food stamps	6%	14
Finding home/apartment	6%	14
Family relations	6%	14
Getting into group home	5%	12
Buying good used clothing	5%	12
Assistance in rent payments	5%	12
Using public library	5%	12
Preparing to retire	5%	11
Medical supplies/equipment	4%	10
Public housing	3%	8
Being refused housing (age)	3%	7
Family counseling	2%	6
Starting small business	2%	5
Treatment for handicap	1%	2
Alcoholism treatment	.4%	1
Drug depend. treatment	.0%	0

*as indicated by 241 older adults on individual questionnaires

FOR OLDER ADULTS

HCC = Highland Community College
KC = Kishwaukee College
RVC = Rock Valley College

GH = Group Homes
Reg. = Regional Agencies
Oth. = Other Agencies

	HCC		KC		RVC			Total		Grand
	GH	Other	GH	Other	GH	Other	Reg.	GH	Oth.	Total
AREA SERVED										
part of town	0	0	0	0	0	3	0	0	3	3
one town	0	0	0	0	1	4	0	1	4	5
county	1	11	4	11	2	13	0	7	35	42
more than one county	2	3	3	2	3	5	4	8	14	22
ABILITY TO SERVE ALL WHO NEED SERVICE										
yes	0	1	1	5	4	4	2	5	12	17
no	3	11	5	6	2	19	3	10	39	49
REASON FOR INABILITY TO SERVE MORE										
waiting list	2	1	2	0	1	0	0	5	1	6
transportation	0	5	1	2	0	9	1	1	17	18
lack of funding for programs	0	6	4	5	1	13	2	5	26	31
prospect's unawareness of service	0	3	1	4	0	8	2	1	17	18
agency's inability to identify those in need	0	4	0	6	0	7	1	0	18	18
need for additional staff training	0	2	0	2	0	4	0	0	8	8
AREAS OF PRESENT SERVICE:ADEQUATE INCOME										56
employment services	1	2	1	2	0	3	1	2	8	10
income insurance	0	0	0	0	0	0	1	0	1	1
financial aid (continuing)	0	3	2	1	1	3	2	3	9	12
consumer protection and safety	0	1	2	2	0	1	1	2	5	7
consumer education	0	3	1	3	0	1	0	1	7	8
financial information	0	4	1	6	0	5	2	1	17	18
ENVIRONMENTAL AND MATERIAL NEEDS										136
food and nutrition	1	4	3	3	3	10	2	7	19	26
food stamps	0	3	1	2	0	3	1	1	9	10
group meals	0	0	1	0	1	4	0	2	4	6
mobile meals	0	0	2	2	0	4	1	2	7	9
clothing	0	3	1	3	0	3	2	1	11	12
legal aid	0	2	1	1	0	1	0	1	4	5
transportation	1	2	3	3	1	7	1	5	13	18
housing	1	4	3	2	2	3	2	6	11	17
rent supplements	0	2	1	1	0	1	1	1	5	6
public housing	0	2	1	0	0	1	1	1	4	5
assistance in housing search	0	5	0	2	0	4	1	0	12	12
environmental protection and enrichment	0	4	2	3	1	0	0	3	7	10
OPTIMAL HEALTH										121
public health nursing	0	2	0	2	1	3	1	1	8	9
community health education	0	2	1	3	0	3	1	1	9	10
community clinic	0	1	0	0	0	2	1	0	4	4
home health care	0	3	1	3	0	5	2	1	13	14
medical supplies and equipment	2	2	2	3	1	2	2	5	9	14
medical care services	2	2	3	3	2	5	1	7	11	18
mental health maintenance and care	0	2	2	4	1	2	1	3	9	12
psychiatric treatment	0	1	2	2	0	3	1	2	7	9
transitional care	0	1	2	0	0	1	1	2	3	5
alcoholism program	0	1	0	0	0	3	2	0	6	6
drug dependence program	0	0	0	0	0	1	0	0	1	1
rehabilitation	1	3	3	2	4	5	1	8	11	19
ADEQUATE KNOWLEDGE AND SKILLS										67
formal education	0	3	0	2	0	3	1	0	9	9
informal education	0	3	1	2	3	8	1	4	14	18
information-type sessions	0	3	2	4	1	8	1	3	16	19
hobby-type sessions	1	3	2	4	2	9	0	5	16	21
OPTIMAL PERSONAL & SOCIAL ADJUSTMENT AND DEVELOPMENT										185
counseling	1	3	4	6	1	6	2	6	17	23
homemaker	0	2	2	1	0	2	1	2	6	8
day care (for older adults)	0	0	1	0	1	1	0	2	1	3
foster home care (for older adults)	0	0	1	0	0	0	2	1	2	3
group home (for older adults)	1	3	3	1	1	3	2	5	9	14
crisis intervention	0	2	0	4	0	7	1	0	14	14
cultural enrichment	0	3	2	2	2	7	0	4	12	16
supportive service	0	1	4	3	0	6	0	4	10	14
retirement preparation	0	2	0	2	0	1	1	0	6	6
friendly visiting	0	3	2	3	0	5	0	2	11	13
daily telephone check	0	0	2	1	0	2	0	2	3	5
emergency help	0	2	2	3	0	6	0	2	11	13
recreation	2	3	4	3	4	12	1	10	19	29
entertainment	2	3	4	3	3	8	1	9	15	24

SURVEY OF IN-SERVICE TRAINING
Practices and Needs

HCC = Highland Community College
KC = Kishwaukee College
RVC = Rock Valley College

GH = Group Homes
Reg. = Regional Agencies
Oth. = Other Agencies

	HCC		KC		RVC		Reg.	Total		Grand
	GH	Other	GH	Other	GH	Other	(Oth.)	GH	Other	Total
PRESENT IN-SERVICE TRAINING										
on-the-job informally	2	13	6	9	4	18	4	12	44	56
structured orientation by staff	3	3	3	6	3	9	3	9	21	30
staff meetings	2	9	6	9	5	14	5	13	37	50
meeting with others "in the field"	1	11	6	9	2	13	3	9	36	45
lectures, seminars, workshops	2	1	5	7	2	13	3	9	24	33
college courses	1	0	2	4	0	10	1	3	15	18
DESIRABILITY OF FURTHER TRAINING RESOURCES										
yes	3	1	5	10	4	19	3	12	33	45
no	0	1	1	1	1	4	2	2	8	10
PREFERRED TIME FOR TRAINING										
during daytime	2	0	2	6	3	11	0	7	17	24
during evening	2	1	3	5	2	7	2	7	15	22
on Saturday	0	0	2	1	0	5	1	2	7	9
PREFERRED SITE FOR TRAINING										
in your facility	2	0	4	4	3	10	0	9	14	23
elsewhere in community	1	0	3	5	0	7	1	4	13	17
community college	1	1	2	6	1	9	3	4	19	23

ADULT CONTINUING EDUCATION ENROLLMENT
Rock Valley College
Fall, 1972

Females Aged 60 and over

1912 Upholstering
Organic Gradening
Basic Auto Mechanics for Women
Creative Dramatics for Elem. Teachers
Bridge II*
Swim-Slim Trim
Sewing
Typing (Beginning)
Antique Furniture Refinishing
Advanced Weaving
Bridge
Men's Tailoring
Needlepoint
1911 Beginning Painting (2)
Floral Arranging
Beginning Typing*
Creative Stitchery
Conversational Norwegian
Creative Dramatics for Elem. Teachers*
1910 Conversational Spanish (2)
Swimming
Conversational Italian
Food Preparation
Lip Reading
1909 Swedish
Technical Report Writing
Advanced Sewing & Drapery
Bridge II
1908 Oil Painting
Intermediate Sewing
Introductory Child Care
1907 Bookkeeping & Accounting
Woodworking
Slim-Trim*
Beginning Typing*
Typing Refresher*
1906 Anatomy
Portrait Painting
Creative Dramatics for Elem. Teachers***
1905 Drawing-Painting
Beginning Painting*
Italian
Upholstery
Advanced Weaving*
Cake Decorating
Drawing-Painting
Holiday Crafts
Conversational German
1901 Oil Painting*
Bridge II*
1896 Oil Painting**

Males Aged 60 and over

1912 Ground School Flight Training
Speech for Business, Industry
Geom. and True Pos. & Tol.
Ceramics
Ballroom Dancing (2)
1911 Computer Math
Men's Tailoring
Small Gasoline Engine Repair
1910 Lapidary Science (2)
Communications Technology
Welding (2)
Driver's Ed
1909 Upholstery
Amateur Radio
Basic Photography
1908 Small Engine Repair*
Amateur Radio*
Beginning Pottery
1907 Refrigerator-Air Conditioning (3)
Antique Furnishings
Amateur Radio* (2)
Semiconductor
1906 Woodworking
Weaving
1905 Woodworking
1904 Cake Decorating II
1903 Oil Painting
1902 Auto Mechanics
1893 Upholstery*

( ) = enrollment of classes having more than one older adult
* = class mentioned in a previous year of given column

ADULT CONTINUING EDUCATION ENROLLMENT
Rock Valley College
Spring 1972

Females Aged 60 and over

1913 German II
Business Management
Swimming
Conversational Swedish
Cake Decorating
Painting
Caning
1912 Home Economics
Knitting
Painting*
Business
Upholstery
Introductory Child Care
1911 Beginning Typing
Tailoring
Sewing
Art
Graphics
1910 Spanish
Upholstery*
Cake Decorating
1909 Basic Drawing
Sewing*
Beginning Typing*
First Aid
Conversational Spanish*
1908 Painting**
Drawing*
1907 Bookkeeping & Accounting
Painting***
Communications
1906 Swedish I (3)
1903 Spanish**
1902 Sewing***
German
1901 Art*

Males Aged 60 and over

1913 Technical Auto Mechanic (2)
1912 Techincal Communications
Italian
Graphic Drawing
1910 Upholstery
Painting
Stock Market
Basic Welding
1909 Semiconductor Network Analysis
Lip Reading
Art
1908 Real Estate
Emergency Medical Technology
Upholstery
Italian
Drawing
1906 Ballroom Dancing
Small Engine Repair
1903 Painting*
1896 Portrait Painting

( ) = enrollment of classes having more than one older adult
* = class mentioned in a previous year of given column

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UNIVERSITY OF CALIF.
LOS ANGELES

OCT 24 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGES